

**Gaelic Language Plan Implementation Assessment**  
**Cycle 6**  
Final Report to Bòrd na Gàidhlig

November 2017

L. Dombrowski  
I. Birnie  
D. Chalmers  
M. Danson  
K. Jones  
E. Danson

## Executive Summary

## Geàrr-chunntas luchd-gnìomha

The Gaelic Language Plans (GLPs) of fourteen public organisations were analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith. This exercise was Cycle 6 in a series of GLP assessments.

Each GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage planning. Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping', interview and a survey that included employees and staff.

Each organisation was provided a comprehensive assessment report for the implementation of their GLP, culminating in recommendations to them and to the Bòrd.

This report provides a summary report for Cycle 6's assessments. It provides some reference to individual organisations implementation efforts, but for detailed information relating to individual organisations, individual reports should be consulted. This summary report highlights transversal issues arising from the assessment process.

The organisations whose GLP assessments have informed this report are:

1. Creative Scotland;
2. Scottish Parliamentary Corporate Body;
3. Lews Castle College;
4. City of Edinburgh Council;
5. Falkirk Council;
6. Comhairle nan Eilean Siar;
7. Perth and Kinross Council;
8. National Galleries of Scotland;
9. National Library of Scotland;
10. NHS Western Isles;
11. NHS Highland;
12. University of Glasgow;
13. University of Aberdeen;
14. Cairngorms National Park Authority

This summary report contains the following sections:

1. Purpose of the assessment
2. How the assessments were conducted
3. Engagement by organisation
4. Implementation management structures
5. Detailed analysis of core commitments
6. Detailed analysis of developmental areas
7. Recommendations

### Engagement by organisations

Chaidh Planaichean Cànan na Gàidhlig (PCG) de ceithir buidhean poblach deug air an sgrùdadh le luchd-rannsachaidh bho UWS, GCU, Heriot Watt agus laith. Bha an sgrùdadh seo na Chuairt 6 ann an sreath de measaidhean PCG.

Chaidh teacs PCG a sgrùdadh agus liosta de bhun-dleastanasan agus targaidean a thaobh togail, inbhe, measadh dilseachd a dhèanamh de bhun-dleastanasan agus targaidean tro iarrtasan saorsa fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, agallamh agus suirbhìdh an luchd-obrach.

Chaidh aithisg measaidh slàn de ghiomhadh PCG a sholarachadh le molaidhean dhiubh agus dhan a' Bhòrd.

Tha an aithisg seo na aithisg deireannadh Chuairt 6 de dheasaidhean. Tha e a' toirt iomradh air gnìomhachd buidhnean fa leth, ach airson fiosrachadh mionaideach de bhuidhean fa leth bu chòir dha aithisgean fa leth a sgrùdadh. Tha an aithisg deireannadh a' soilleachadh cuspairean a tha air an nochdadh tron pròiseas sgrùdaidh air fad.

Tha na buidhnean aig an robh na PCG air an sgrùdadh mar a leanas:

1. Alba Chruthachail
2. Buidheann Chorporra Pàrlamaid na h-Alba
3. Colaisde a' Chaisteil
4. Comhairle Baile Dhùn Èideann
5. Comhairle na h-Eaglaise Brice
6. Comhairle nan Eilean Siar
7. Comhairle Phèairt is Cheann Rois
8. Gailearaidhean Nàiseanta na h-Alba
9. Leabharlann Nàiseanta na h-Alba
10. NHS Eileanan Siar
11. NHS Gàidhealtachd
12. Oithigh Ghlaschu
13. Oilthigh Obar Dheathain
14. Ùghdarras Pàirc Nàiseanta a' Mhonaidh Ruaidh

Tha na pàirtean a leanas anns an aithisg:

1. Adhbhar a' measaidh
2. Dòighean sgrùdaidh
3. Com-pàirteachadh leis a' bhuidheann
4. Gnìomhadh structairean manaidsèarachd
5. Sgrùdadh mionaideach de bhun-dleastanasan
6. Sgrùdadh mionaideach de roinnean leasachaidh
7. molaidhean

### Com-pàirteachadh nan buidhnean

Chaidh an abairt 'measadh' a chleachdadh ann an aithisg seo, agus aithisgean eile, gus pròiseas de chruinneachadh fiosrachaidh mu làimhseachadh na Gàidhlig aig na buidhnean a sgrùdadh an aghaidh bun-dleastanasan ann an PCG aontaichte. 'S e deagh abairt

The term 'assessment' has been used in this report and a th' ann oir tha e a' toirt iomradh air pròiseas aig a bheil others to describe the process of collecting data abouttaic a thoirt dhan bhuidheann ann am fèin-sgrùdadh the treatment of Gaelic by an organisation, and then agus leasachadh gus ìre de làimhseachadh Gàidhlig situating this data against the commitments set out in its àrdachadh.

agreed GLP. The term 'assessment' is apt, as it implies

a process through which the organisation will be Bha cuid de na buidhnean mì-dheònach, neo-ghleusach supported in self-reflection and development to improve no mì-chomasach pàirt a ghabhail ann am pròiseas its practice with regard to the treatment of Gaelic.

sgrùdadh. Tha fàilleadh nam buidhnean seo ag atharrachadh inbhe an aithisg bho 'measadh' gu

In several cases, organisations were reluctant, unwilling 'luachadh'. Ann an suidheachadh sin, tha mì-chinnt ann or incapable of participating in the assessment process. a taobh buaidh aithisg giomhachd agus bhiodh e na The failure of organisations to participate in process of bhuannachd freagairtean sgrìobhte fhaighinn bho na creating an assessment report changed the status of the buidhnean seo.

report from 'assessment' to 'evaluation.' In these cases, the impact of the implementation report is uncertain, and so there would be benefit in seeking a written response to such reports by the relevant organisations.

### Gnìomhadh structairean manaidsearachd

Bha structairean manaidsearachd eadar-dhealaichte aig na buidhnean gus am PCG a thoirt gu buill, le

### Implementation Management Structures

Organisations adopted various management structures soirbheachas measgaichte. Ann an suidheachaidhean to guide the implementation of their GLP with varying for a bheil oifigear Gàidhlig fa leth (an sàs le Gàidhlig a-success. Where there was a dedicated Gaelic officer mhàin) bha ceangal ann le dìlseachd àrd de gnìomhachd (with Gaelic being the raison d'être) this usually bun-dleastanasan agus buaidh leasachaidh àrd. Ann an correlated with high fidelity to core commitments suidheachadh far a bheil an neachd-ainmichte a' implementation and developmental impact. In situations dèiligheadh leis a' Ghàidhlig cuideachd os chionn in which Gaelic was one among many responsibilities iomadh uallaichean eile bha an adhartas nas mùitiche. for a singular named lead for the GLP, progress was more varied.

Thathar a' moladh buidhnean foirmeil airson gnìomhadh PCG. Anns an sgrùdadh again bha seo ga thogail mar

The role of formal advisory groups for the ro-innleachd feumail ann an com-pàirteachas de chòm-implementation of the GLP is recommended. In our pàirtichean fhaighinn gus cumhachan a' phlana analysis, this emerged as a useful strategy to ensure the aontaichte a choileanadh.

participation of co-actors required to fulfil the terms of the agreed GLP.

'S e sònrachadh uallachaichean airson Gàidhlig dha fheadhainn aig a bheil ceangail pearseanta ris a' chànan

A highlighted weakness in management structures was ach le eòlas beag de ghnìomhadh phoileasaidhean aon to assign responsibility for Gaelic to those who have a de laigsean a thathar a shoillseachadh. Thathar a' personal relationship with the language but few moladh 'proifeasantachd' dreachd neach-ainmichte credentials for policy implementation. airson manaidsearachd agus gnìomhadh a' phlana. Tha 'Professionalising' the role of 'named lead' for sin cuideachail gus tuigse pearsanta de uallach iosal management and implementation of the GLP is airson pròiseas gnìomhachd, no claon-bhreith pearsanta advocated. This may help to protect against situations in an aghaidh leasachadh Gàidhlig a sheachnadh.

which the named lead allows their personal

understanding of having low responsibility for the **Bun-dleastanasan**

implementation process, or personal biases against Chaidh soirbheas bun-dleastanasan a thoirt gu buill Gaelic development from hindering progress.

eadar-dhealaichte airson gach buidheann. Ann an aithisgean fa leth bha inbhe de gnìomhachd ga mineachadh le siostam solais trafaig (m.e. gun

### Core Commitments

Core commitments were implemented with varying gnìomhachd, gun gnìomhachd slàn, gnìomhachd gu success by each organisation. In individual reports, the soirbheachail). Ach chan eil am measadh solas trafaig status of implementation was reported in a traffic light seo a' gabhail a-steach iomadh-fhillteachas PCG; tha ìre system (i.e. not implemented, partially implemented, ris an do ghabh a' bhuidheann leis a' phlana agus implemented). However, this traffic light system fails to neartan no laigsean de choileanadh gach bun-consider the complexities inherent in a GLP; the dleastanas fa leth gan toirt tuigse nas mion-diofaraichte organisation's 'buy-in' and the relative strength or dha ìre inbhe na Gàidhlig am broinn a' bhuidhinn.

weakness of the enactment of each Core Commitment agreement provides a more nuanced understanding of

how the implementation of core commitments can be Tha obair nan bun-dleastanasan a thaobh an buaidh indicative of the status of Gaelic within the organisation. shamhlachail agus bhrìoghmhor na chùis ùidhe. Tha

bun-dleastanasan a tha airson buaidh shamhlachail no

The function of core commitments in relation to their bhrìoghmhor a choileanadh freagrach airson PCG ach projected symbolic and substantive impact is also of bu chòir dhaibh ainmicheadh gu soilleir leis a' bhuidhinn. interest. Both commitments that seek to achieve Tha seo a' togail cheistean a thaobh tuigse a' bhuidhinn symbolic and/or substantive impact are appropriate de dh'adhbharan a phlana agus dè cho cudromach 's a within a GLP, but should be articulated purposefully by tha beachdan a thaobh na Gàidhlig ann an cruthachadh the authoring organisation. This gives rise to a broader PCG.

discussion of how the organisation understands the purpose of its GLP, and the role (if any) that attitudes toward Gaelic should play when designing a GLP.

Nuair a chaidh roinnean de bhun-dleastanasan a sgrùdadh thairis air na buidheann, tha ar sgrùdadh a' cur sgrùdadh thairis air na buidheann, tha ar sgrùdadh a' cur When core commitment areas were examined across mun aire gu bheil adhartas air a dhèanamh ann an organisations, our analysis suggests that organisations roinnean a leanas:

are usually able to make progress in the following areas: 1. Trianadh  
1. Training, 2. Ionnsachadh cànan  
2. Language learning.

Similarly, our analysis suggests that there are consistent trioblaidean ann ann an gnìomhadh bun-dleastanasan issues in the implementation of commitments in the ann an roinnean a leanas: following areas:

1. Fòrmaichean  
1. Forms, 2. Modhan-gearrain  
2. Complaints procedures.

Tha sinn a' moladh gun a bhith ag aontachadh agus We caution against the development and agreement of leasachadh bun-dleastanasan aig a bheil cumhachan no commitments that use conditions or conditional air a bheil cànan cumhach. Ged a tha iad neo-lochdach language. These kinds of commitments can be ann am buidheann a tha a' gabhail ris a' plana, tha seo innocuous in the GLP of an organisation with high 'buy-ag obair mar ceart-dearbhadh de bhuidheann nach in' to Gaelic, but seem to function as a means to justify gabhail ris a' plana inaction for organisations with low 'buy-in'.

### Roinnean leasachaidh

Tha ceithir roinnean buile (inbhe, corpas, togail agus cleachdadh) a chleachdadh gus buaidh farsaing de PCG bho shealladh plana cànan a mheasadh.

### Development Areas

Four areas of developmental impact (status, corpus, acquisition and usage) were used to categorise the broader effects of the GLP from a language planning perspective.

Tha ar sgrùdadh a' sealltainn gun gabh adhartas a dhèanamh le buidheann ann an aon no barrachd

Our assessment found that it was possible for roinnean leasachadh, gun bhuaidh a htoirt air coileanadh organisations to make good progress in one or more bun-dleastanasan. Uaireannan tha an leasachadh seo a' development areas, regardless of their success in tachairt aig an aon àm 's a tha am plana a choileanadh implementing core commitments. In some cases, this ach chan ann air sgàth a' PCG.

development occurred concurrent to the implementation Bu chòir barrachd sgrùdadh air co-obrachadh adhartas of the GLP, but not *because* of the GLP. The way in ann an roinnean leasachadh agus coileanadh bun- which progress in development areas interacts with the dleastanan nuair a tha buidhnean ag aontachadh PCG. implementation of core commitments should be further explored as organisations come to agree a GLP.

Tha rannsachadh a' taisbeanadh buaidh co-thaobach

A collateral effect of having a GLP that arose in this ann an beachdan àicheil a thaobh na Gàidhlig. Nochd na research was the perpetuation/production of negative beachdan àicheil seo anns an t-suirbhidh ach cuideachd attitudes toward Gaelic. These kinds of negative ann an rannsachadh os iosail. Tha beachd gu bheil attitudes were shared through the survey component of coileadh PCG na cosgais neo-riatanach a' nochdadh tric our research, but sometimes also in secret shopping is minig.

exercises. The perception that implementing a GLP was unnecessary resource expenditure was prevalent.

Ba feumalachd leasachadh roinn corpais ann an

The usefulness of seeking development plans from planaichean leasachaidh seo a cheasnachadh anns an organisations in the area of Corpus Development is aithisg seo. questioned in this report.

Tha sinn a' moladh leasachadh rannsachadh cùise

We advocate the development of longitudinal casethairis air ùine fada de bhuaidh leasachaidh de studies about developmental impact by organisations bhuidhnean le PCG. Faodaidh rannsachadh cùise,

with a GLP. Along with regular progress reports on còmhla ri aithisgean adhartais cunbhalach, a' toirt implementation processes, such case studies might cothrom dha bhuidheann mìneachadh ciamar a tha iad better allow organisations to chronicle how they move a' dèanamh adhartas ann an làimhseachadh co-ionnan toward the more equal treatment of Gaelic alongside a' Ghàidhlig agus Beurla ann an leasachadh roinnean English, integrating aspects of status, usage and inbhe, cleachdadh, agus togail a' chànain. acquisition development.

#### Recommendations to Bòrd na Gàidhlig

1. Ensure training is provided to all 'named leads' for GLPs that focuses on language planning and policy design and implementation, rather than general Gaelic awareness;
2. Ask organisations to articulate a clear statement of the purpose for their GLP, and that demonstrates an awareness of their 'starting point' and desired progress;
3. Deter the writing of core commitments with conditions;
4. Allow organisations to 'opt out' (with adequate justification) of core commitment and development areas when agreeing the GLP;
5. Seek at least one 'case study' from each organisation that would attest to the development of practice in one or more development areas;
6. Ask organisations to clarify and justify the management structure for the implementation of their GLP;
7. Work with stakeholders to build greater public awareness about the way in which GLPs function and their social purpose to counteract negative misconceptions about resource expenditure;
8. Seek to establish a mechanism by which the public can formally complain when GLPs are not implemented.

#### Molaidhean dha Bòrd na Gàidhlig

1. Dèan cinnteach gu bheil treanadh air a sholarachadh le fòcas air dealbhachadh planadh agus poileasaidh cànan dha uile neach-ainmichte air a' PhCG, an àite mothachadh na Gàidhlig farsaing.
2. Iarr air buidheann amas PCG, a tha a' sealltainn mothachadh de cheann-toisich agus adhartas miannaichte a sholarachadh.
3. Cuir bacadh air sgrìobhadh bun-dleastanasan le cumhachan
4. Leig buidheann 'a' toirt an ro-aonta air falbh' (le mìneachadh freagarrach) de bhun-dleastanasan agus roinnean leasachaidh nuair a tha PCG air aontachadh.
5. Faighnich airson co-dhiù aon rannsachadh-cùise de gach buidheann a bhios a' dearbhachadh leasachaidhean ann an aon no barrachd roinnean leasachaidh.
6. Faighnich dha bhuidheann gus soillearachadh agus mìneachadh a thoirt air structair manaidsearachd ann an coileanadh PCG
7. Co-obrach le luchd-ùidhe gus mothachail phoblach a thogail ann an dòigh anns a bheil PCG ag obair agus na h-adhbharan sòisealta gus dol an aghaidh mì-thuigsinn àicheil agus cosgaisean
8. Stèidhich dòigh gus am bi cothrom aig a' phoblach a' gearran gu foirmeil nuair nach eil PCG a coileanadh.

# Table of Contents

Executive Summary	2
Section 1: Purpose of the Assessment	7
Purpose of the assessment .....	7
Who was hired to carry out the assessment .....	7
When the evaluation period began/ended .....	7
The organisations under evaluation in this report .....	7
Section 2: How assessments were conducted	9
Textual Analysis:.....	9
Fidelity Testing:.....	9
Secret-shopping:.....	9
Section 3: Engagement by organisation	11
Section 4: Implementation Management Structures	13
Gaelic is the majority remit of the named lead(s) .....	15
Gaelic is the minority remit of the named lead(s) .....	17
The role of co-actors and advisory groups .....	19
Essential/desirable criteria for a GLP lead and co-actors .....	20
Section 5: Core Commitments	22
Traffic Lighting Implementation of Core Commitment Areas.....	24
Detailed Analysis of Core Commitment Areas.....	26
Section 6: Development Areas	33
Section 7: Recommendations	35
Appendices	36
Appendix A: Creative Scotland Summary Report .....	37
Appendix B: Scottish Parliamentary Corporate Body Summary Report.....	39
Appendix C: Lews Castle College Summary Report .....	40
Appendix D: City of Edinburgh Council Summary Report .....	43
Appendix E: Falkirk Council Summary Report.....	46
Appendix F: Comhairle nan Eilean Siar Summary Report.....	50
Appendix G: Perth and Kinross Council Summary Report .....	52
Appendix H: National Galleries of Scotland Summary Report.....	55
Appendix I: National Library of Scotland Summary Report .....	59
Appendix J: NHS Western Isles Summary Report.....	63
Appendix K: NHS Highland Summary Report .....	67
Appendix L: University of Glasgow Summary Report.....	70
Appendix M: University of Aberdeen Summary Report.....	74
Appendix N: Cairngorms National Park Authority Summary Report.....	77

## Section 1: Purpose of the Assessment

### Purpose of the assessment

The purpose of this assessment process has been to provide public organisations assessment feedback on their progress to date with regard to the implementation of an agreed Gaelic Language Plan.

In addition to providing individual reports to each of these organisations, this assessment has sought to provide feedback to Bòrd na Gàidhlig on the way in which Gaelic Language Plans are implemented across organisations. In addition to fidelity testing, the research team collected data through interview and surveys. This data helped to evidence the perceptions of staff members and service users in relation to the impact of the GLP (in terms of specific core commitments, and overarching developmental areas).

The stipulated Research Objectives (ROs) of Cycle 6's assessment process are articulated below, with cross reference to the section of this summary report in which relevant reporting can be found:

RO1: To determine the extent of compliance between overt language policies (agreed Gaelic Language Plans) and covert language policies (i.e. practices).	• See Section 5: Core Commitments, with particular reference to the matrix table of Core Commitment implementation and subsequent discussion of the value of traffic lighting implementation.
RO2: To identify the perceived and measurable impacts of enacted language policy commitments;	• See Section 5: Core Commitments, with particular reference to individual commitments, efficacy and efficiency as well as substantive and symbolic considerations.
RO3: To qualify contributions made by public authorities to the priority planning areas of the National Plan, as relevant to their remit (including: home, early learning, education, communities, workplace, art, media, heritage, tourism and corpus).	• See Section 6: Development Areas, as well as recommendations for Case Studies.
RO4: To evidence the compliance between commitments for responsive or passive Gaelic service and, where relevant, to assess the quality of delivery of this service.	• See Section 5: Core Commitments, with particular reference to the detailed analysis of core commitments.
RO5: To document user uptake for Gaelic service, where possible seeking longitudinal data (quantitative preferred, but qualitative accepted);	• Difficulties evidencing this kind of user uptake and longitudinal trends are related to difficulties in soliciting engagement from several organisations. This is discussed in Section 3, and recommendations for ethnographic methods are made in Sections 6 and 7.
RO6: To identify strategies the public authority has used to promote Gaelic service and, where relevant, to assess the quality of this promotion.	• See Section 4: Implementation Management Structures, as this pertains to management structures and the professionalisation of GLP implementation.
RO7: To assess regular or reactive services that are subject to their Gaelic Language Plan, including: corporate image, communication, publications and staffing.	• See Section 4: Implementation Management Structures, and the notion of 'buy in'; as well as Section 5: Core Commitments, for more specific discussion of this topic.

Figure 1: Mapping research objectives to the summary report

### Who was hired to carry out the assessment

This assessment has been conducted by a group of impartial researchers based at the University of the West of Scotland, Glasgow Caledonian University, Heriot-Watt University, and Iaith: Welsh Centre for Language Planning. The research has been funded by Bòrd na Gàidhlig, and the Bòrd gave approval to all methodologies and tools prior to their being used in the evaluation process. The research team have analysed and reported the findings of these evaluations independently of the influence of Bòrd na Gàidhlig.

### When the evaluation period began/ended

The evaluation period for this project began in October 2015 and ended in November 2017.

### The organisations under evaluation in this report

There were fourteen organisations included in this assessment cycle, Cycle 6, and those were:

2. Creative Scotland
  1. Summary report included as Appendix A
3. Scottish Parliamentary Corporate Body
  1. Summary report included as Appendix B
4. Lews Castle College
  1. Summary report included as Appendix C
5. City of Edinburgh Council
  1. Summary report included as Appendix D
6. Falkirk Council
  1. Summary report included as Appendix E
7. Comhairle nan Eilean Siar
  1. Summary report included as Appendix F
8. Perth and Kinross Council
  1. Summary report included as Appendix G
9. National Galleries of Scotland
  1. Summary report included as Appendix H
10. National Library of Scotland
  1. Summary report included as Appendix I
11. NHS Western Isles
  1. Summary report included as Appendix J
12. NHS Highland
  1. Summary report included as Appendix K
13. University of Glasgow
  1. Summary report included as Appendix L
14. University of Aberdeen
  1. Summary report included as Appendix M
15. Cairngorms National Park Authority
  1. Summary report included as Appendix N



## Section 2:

### How assessments were conducted

For each public organisation under assessment, the following steps were taken to create a corpus of data from which to base our analyses, findings and recommendations:

#### Textual Analysis:

Each approved Gaelic Language Plan was textually analysed to create a list of all core commitments that had been agreed to by the authoring organisation. Notes were made about any targets set by the organisation in the development areas of Status, Corpus, Acquisition and Usage.

#### Fidelity Testing:

Through freedom of information requests, progress reports that had been produced internally by the authoring organisation were retrieved. These progress reports were used to assess self-reported compliance with the approved Gaelic Language Plan. Additional steps were taken to confirm the implementation status of core commitments, as well as to determine actions taken by the authoring organisation in the development areas of Status, Corpus, Acquisition and Usage.

#### Secret-shopping:

Secret-shopping exercises were conducted using at least two approaches to test service delivery. More details about the approaches that were taken are detailed below:

##### 1. Correspondence:

1. Email: An email or enquiry made through the organisation's online contact form was sent by a member of the research team in Gaelic seeking information about an aspect of service provision in Gaelic. Notes were taken on: a) whether or not an acknowledgement of receipt was made, b) whether or not a response was given. Where a response was given, the researcher also noted: 1) language of response; 2) time taken to receive response; 3) whether corporate material was bilingual; 4) whether the signature line (including strap-line information) was bilingual.
2. Postal: A postal letter was sent by a member of the research team in Gaelic to the organisation seeking information about an aspect of service provision in Gaelic. Notes were made on whether or not a response was given. Where a response was given, the researcher noted: 1) language of response; 2) time taken to receive response; 3) whether corporate material was bilingual.

2. Location: A member of the research team visited a main office of the organisation. They made notes on: a) date of visit; b) languages of external signage; c) languages of general signage; d) languages of warning signs; e) languages of temporary signage; f) other visual use of language, if applicable. Where possible, the researcher interacted with a member of the reception staff and engaged them with a Gaelic greeting. Where a response was not made in Gaelic, or where the member of reception expressed a preference for English, the researcher then continued the exchange seeking information about Gaelic service provision in English. Notes were made on: a) language of receptionist's greeting; b) treatment of Gaelic enquiry (e.g.: non-Gaelic speaker transferred to Gaelic speaker without asking; non-Gaelic speaker transferred to Gaelic speaker after offering to do so; non-Gaelic speaker did not offer to transfer to Gaelic speaker; bilingual speaker dealt with query in Gaelic).

3. Telephone: A member of the research team telephoned publicly available contacts (usually main switch board in the first instance) and requested information in and/or about Gaelic. Notes

were made on: a) date/time of contact; b) languages used when answering phone; c) response to researcher's use of Gaelic (when applicable); d) response to enquiries about Gaelic.

4. Website: The organisation's website was visited by members of the research team, who made notes on: a) language of http line; b) language of static content (including logo); c) language switch options; d) provision of Gaelic content for generic topics; e) provision of Gaelic content for Gaelic-interest topics.

5. Social Media: Although this was not a part of the original research design (social media did not feature in most of the agreed Gaelic Language Plans), social media was also 'secret shopped' as a component of the assessment process. The increasing presence of such media has made it an important expression of corporate image. Notes were taken regarding: a) period of postings being examined; b) number of postings; c) language of postings; d) content of Gaelic-related postings.

#### Interviews

Guided conversations in the form of interviews were conducted with key informants (e.g. Gaelic Language Officer, those with remit for Gaelic) within the organisation

#### Survey:

A survey was conducted via QuestionPro to capture the perspective of a wider range of employees.

### Section 3:

#### Engagement by organisation

The table below outlines the engagement with the assessment process by each organisation. It should be noted that engagement (signalled by blue highlighting) is not always indicative of intentional engagement; GLP textual analysis was facilitated by FOI requests in all cases, and secret shopping was conducted without the organisation's awareness of their being involved in an assessment exercise. Similarly, the failure to engage in interview and survey was not always indicative of a lack of willingness to participate. Particularly with reference to survey participation, mitigating factors (such as the organisation having recently conducted its own survey, or planning its own survey for the very near future) sometimes meant that engagement with this component of the assessment process was ill advised. Full details about these kinds of mitigating factors and circumstances are provided on a case-by-case basis in individual organisation reports.

The extent to which each organisation participated in the research process has implications for the kind of product the research team was able to produce. The term 'assessment' has been used in this report and others to describe the process of collecting data about the treatment of Gaelic by an organisation, and then situating this data against the commitments set out in its agreed GLP. The term 'assessment' is appropriate, as it implies a process through which the organisation will be supported in self-reflection and development to improve its practice with regard to the treatment of Gaelic. Where organisations engaged in this assessment process, then ensuring reports should be understood as describing an assessment process from which lessons can be learned.

In several cases, however, organisations were reluctant, unwilling or incapable of participating in the assessment process. The failure of organisations to participate in process of creating an assessment report changed the status of the report from 'assessment' to 'evaluation'. What was reported for these organisations was, rather than an assessment, the research team's evaluation of the GLP implementation process with little understanding of the kinds of factors that have precipitated (in)activity. In these cases, the impact of the Cycle 6's implementation report on future actions taken for Gaelic is uncertain; we are unconvinced of the organisation's receptiveness to 'make good' on its commitments to Gaelic. Thus, there would be benefit in seeking a written response to these reports by the relevant organisations, as a further effort to engage them in a reciprocal assessment process.

Table 1: Engagement in assessment by organisation

	GLP textual analysis	correspondence	location	Secret shopping telephone	website	social media	Interview	Survey
Creative Scotland								
Scottish Parliament								
Corporate Body								
Lews Castle College								
City of Edinburgh Council								
Falkirk Council								
Comhairle nan Eilean Siar								
Perth and Kinross Council								
National Galleries of Scotland								
National Library of Scotland								
NHS Western Isles								
NHS Highland								
University of Glasgow								
University of Aberdeen								
Cairngorms National Park								

## Section 4:

### Implementation Management Structures

Prior to discussing the component parts of a GLP, and related issues, it is beneficial to briefly address the importance of management structures in the implementation process. Implementation pathways are facilitated or disrupted by those individuals charged with the management of a GLP, and equally are subject to disruption where management structures are lacking. From a top-down perspective, the implementation of a GLP begins with an effective management structure and the quality of implementation is then influenced by the efficiency of this management implementation pathways and strategies.

Responsibility for the Gaelic Language Plan at each organisation was structured differently, as had been the process whereby an individual or individuals were chosen to lead in the implementation process. These differences are summarised in Table 2, below, and further discussion is provided on the perceived strengths, weaknesses, opportunities and risks (SWOT analysis) of the structures for implementation that we observed across organisations in this assessment process. This SWOT analysis discusses two broad management structures:

1. Gaelic is the majority remit of the named lead(s) for the GLP
2. Gaelic is the minority remit of the named lead(s) for the GLP.

In this section, we also give attention to the role of co-actors and advisory groups in the implementation process for a GLP. Finally, we explore the kinds of skills and knowledges that might be required of individuals who are tasked with implementing a GLP, and explore the benefits and drawbacks of selecting individuals to lead in these tasks based on language skills and/or personal interest in Gaelic.

**DOUGLAS AND MIKE, can you see if you can help fill in the text for the table below? I did not interview at all these locations, and so my understanding of where the named lead sits in relation to the broader organisational structure is not always clear.**

Table 2: Management Structures for the GLP Implementation

Management structure	
Creative Scotland	Named lead for Gaelic.
Scottish Parliament Corporate Body	Two named leads in a job share equivalent to 1.0FTE
Lewis Castle College	Named lead for GLP carries Gaelic as one of many remits
City of Edinburgh Council	Named lead for GLP carries Gaelic as one of many remits. A named lead for Gaelic Education works in parallel to the named lead for GLP.
Falkirk Council	Named lead for GLP carries Gaelic as one of many remits.
Comhairle nan Eilean Siar	Two named leads for GLP, who carry Gaelic as one of many remits. Advisory board helps support the implementation process.
Perth and Kinross Council	Named lead for GLP.
National Galleries of Scotland	
National Library of Scotland	
NHS Western Isles	Named lead for GLP carries Gaelic as one of many remits. Original management structure had three leads. One of these leads was seconded to the organisation to work on the GLP and is now working for another organisation.
NHS Highland	Original management structure had two named leads, but when these individuals left the organisation there were issues arranging new management. At the time of assessment, a new named lead in charge of policy implementation and a support in charge of language provision had been identified.
University of Glasgow	Named lead for GLP works 1.0FTE. Liaises with other areas of the organisation to help implementation process and leads in the provision of a range of activities.
University of Aberdeen	Named lead for GLP; remit has changed over the lifespan of the GLP and now carries Gaelic as one of many remits with only a minor proportion of time allocated to GLP implementation. Liaises with other areas of the organisation to help implementation process. Advisory board helps support the implementation process.
Cairngorms National Park	Named lead on GLP has now left the organisation. Unclear who carries responsibility for this remit now.

## Gaelic is the majority remit of the named lead(s)

There are two broad models of the management in the implementation of a GLP. In the first, a named lead (or leads) for Gaelic has exclusive remit for the GLP or a majority of their time is allocated to the implementation of the GLP and Gaelic-related issues. This structure is depicted in Figure 2: Named lead situated as distinct operation area, below. Whilst the individual with remit for Gaelic may sit within a particular subdivision or operational department of the organisation, Gaelic is their primary responsibility and it is their job to liaise across other areas of operation (e.g. Areas A and B) to achieve the successful implementation of the GLP.

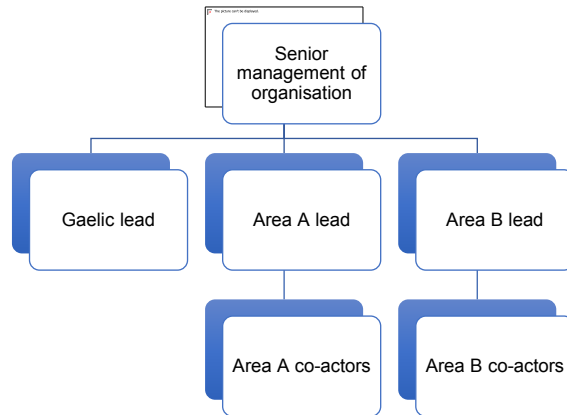


Figure 2: Named lead situated as distinct operation area

There are some weaknesses inherent in this management structure: the strength of implementation may be contingent on the personal skills and levels of motivation of the named lead. Even where this named lead is highly skilled and motivated, their ability to solicit the full participation of co-actors who are essential to implementing the GLP can vary and rely on the goodwill of these co-actors. In this model, the named lead requires authority within the organisation that will allow them to request changes to practice in other operational areas. Finally, this structure can be derailed if there is staff turnover, although it should be within the capacity of the organisation to minimise the impact of staffing changes.

## Examples of Practice

1. A good example of this management model in action is Glasgow University, in which the named lead for the GLP, a Gaelic Development Officer, is able to focus exclusively on Gaelic-related issues, and is therefore able to support and direct the use and development of Gaelic within and beyond the organisation effectively and generally with good efficiency. This individual has gained extensive specialist knowledge and national recognition for her work.
2. In a second example, the dedicated Gaelic Development Officer at Perth and Kinross Council has demonstrated a high ability to enact changes and provisions in their own service area (i.e. Education and Children's Services). In general, this management structure has also helped the local authority to implement a large number of its core commitments, but the co-actors and decision-making processes required to make changes to corporate identity have not been as productive. This suggests a limitation to the authority and autonomy of the named lead to create change. It appears easier to implement the GLP in areas directly within the remit of Education and Children's Services, because this is where the named lead is situated within the organisational structure; there are logistical challenges when changes require participation from other areas of the organisation.

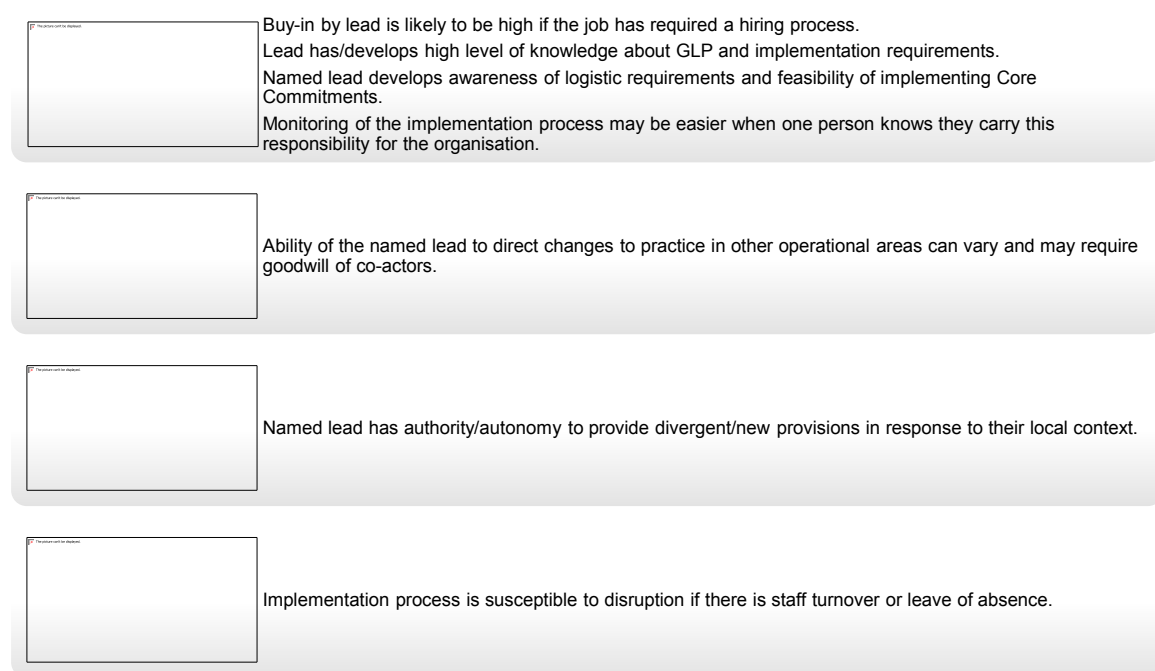


Figure 3: SWOT Analysis of Gaelic majority Remit lead



## Gaelic is the minority remit of the named lead(s)

In the second management structure, a named lead (or leads) for Gaelic assumes responsibility for the GLP implementation, but balance this alongside other equally important responsibilities. In most cases, these individuals have not been hired explicitly for the purpose of implementing the GLP, but have been allocated this responsibility whilst in another post. Leading the implementation for the GLP becomes an add-on or substitution within an existing work remit.

As with the first management model, those with responsibility for Gaelic in this second management structure would require to work across other areas of the organisation to help implement the GLP. The ability to enact the changes required by a GLP can become difficult in this management structure, however, because individuals who are assigned responsibility for the GLP will have competing work responsibilities, variable knowledge about policy implementation, and may have a low level of authority/autonomy within the organisation.

Figures 3 and 4, below, illustrate management structures of this kind, with Figure 3 depicting contexts in which the Gaelic lead is situated at a high(er) level of management within the organisation, and Figure 4 depicting contexts in which the lead is situated at a low(er) level of management within the organisation.

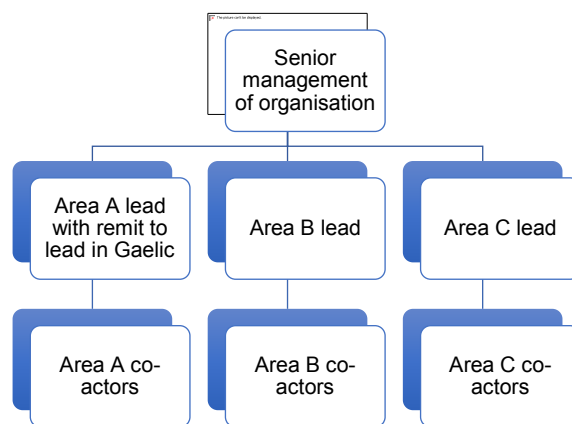


Figure 4: Named lead with shared responsibilities and high(er) position in management structure

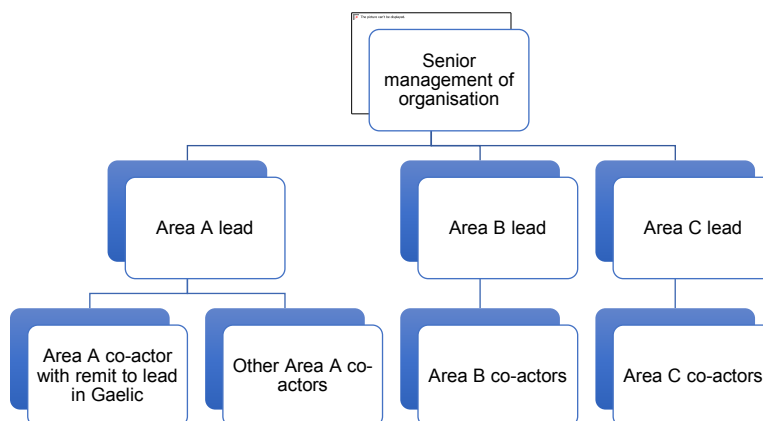


Figure 5: Named lead with shared responsibilities and low(er) position in management structure

### Examples of Practice:

1. We observed instances in which GLP was ineffectual when the management structure followed the pattern of Figure 3, below; the lead for Gaelic implementation had little success in implementing changes to practice when they had low levels of autonomy and authority within the organisation. In short, they were in a weak position to delegate tasks to co-actors. This structure seemed to lend itself to contexts in which there was low 'buy-in' for the GLP (e.g. Edinburgh City Council and Falkirk Council).
2. In several contexts, a staged management structure provided a named lead for 'operational responsibility', but a second named lead with 'day-to-day' responsibility. Lews Castle College is an example of this kind of management structure. This structure effectively functions as in Figure 3, with the 'day-to-day' lead having responsibility for enacting the GLP from a position of lower authority within the organisation and whilst managing competing work responsibilities. Whilst progress can be made in this kind of structure (as is well demonstrated by Lew Castle College), it presents logistical challenges for the named leads that are not always surmountable.

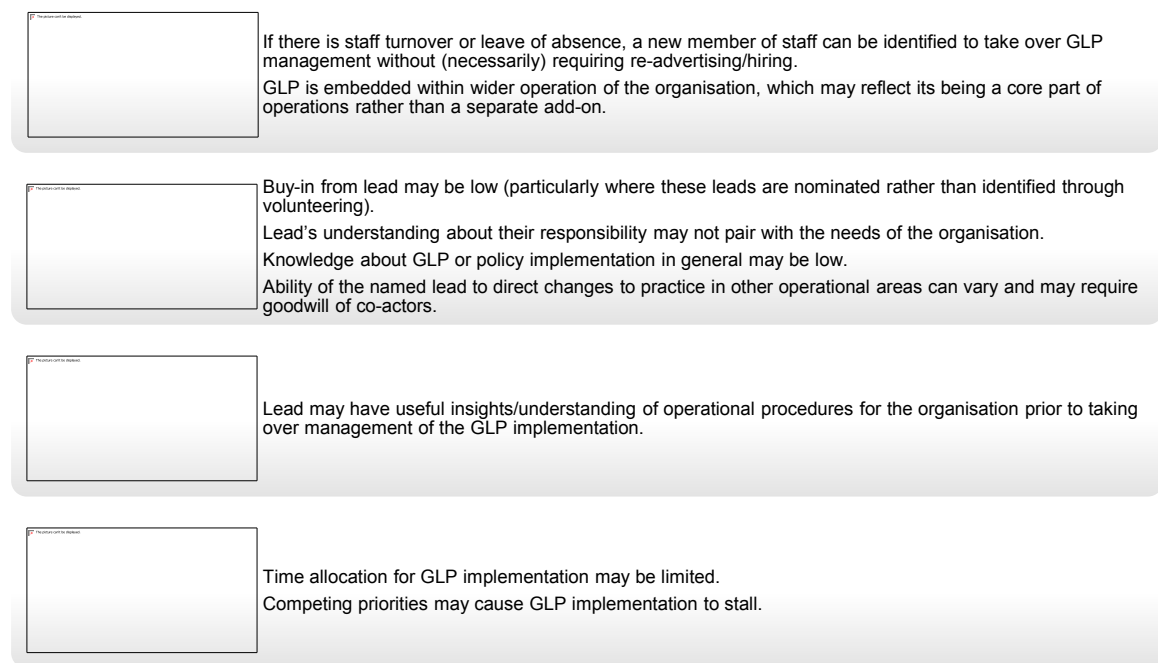


Figure 6: SWOT Analysis of Gaelic minority lead

## The role of co-actors and advisory groups

In many cases, and regardless of the management structure, a supporting team of co-actors are nominated or volunteer to help support the implementation process for the GLP. It is a strength when these co-actors are selected from a range of operational areas for the organisation, as the GLP will inevitably require the participation and support of a range of operational areas. A good example of this management structure is Comhairle nan Eilean Siar, in which multiple operational areas are represented in Sgioba na Gàidhlig, and multiple operational areas are asked to prepare individual implementation reports. This demonstrates that responsibility for the GLP is not isolated to the named leads for the GLP itself, but is distributed across the organisation. In this particular context, it also correlates with a high level of implementation activity.

Advisory groups can help to empower named leads to achieve the kinds of changes to practice that are required by a GLP, and can help to identify areas for future development/provision. These groups can also troubleshoot and provide an important barrier against the loss of management due to staff turnover or leave of absence: group members may be able to temporarily or permanently step-in when/if a GLP lead is unable to fulfil their duties. In this Cycle of assessment, NHS Highland served as a clear example of what can happen to a GLP's implementation pathway when there is turnover in the staffing of named leads: stagnation.

In order for an advisory group or other co-actors to have a productive impact on the implementation process for a GLP, they must have authority, autonomy and willingness to contribute. For example, the organisation seeks to replace its monolingual English stationery with bilingual stationery, then co-actors need to be identified who a) have the ability to commission/purchase new stationery (authority), b) are permitted to commission/purchase new stationery on behalf of the organisation (autonomy); and c) will take the steps to commission/purchase new stationery on behalf of the organisation (willingness).

A note on the relevance of 'willingness' to GLP implementation is required. It should not be the case that 'willingness' features in the decision-making processes that guide the implementation of the GLP, because these documents are statutorily required and agreed by the organisation prior to the implementation process. However (and for reasons that will be discussed), it still appears to be the case that progress can be stalled or disrupted when individuals with a low 'buy in' to the GLP refuse to allow action to take place. Thus, an individual's biases toward Gaelic or Gaelic development efforts can disrupt organisational policy from being enacted when/if these individuals assume a 'gatekeeper' role.

## Essential/desirable criteria for a GLP lead and co-actors

The criteria that are considered to be essential or desirable for a GLP lead or co-actor varied across organisations.

### Internal/external hiring for GLP implementation

For organisations with a management structure in which one or more individuals had exclusive remit for the GLP, then these individuals communicated in our research process a) high proficiency in Gaelic, b) a strong understanding of Language Development theory, and c) knowledge of the legal status of Gaelic in Scotland. We observed too that they exhibited high levels of understanding as to how their organisation operated; where they were able to influence change more and less easily, and the barriers to implementing the GLP in specific contexts and for specific reasons.

### Internal nomination for GLP implementation

For organisations with a management structure in which one or more individuals had remit for the GLP alongside a range of other responsibilities, the research team observed that there was considerable variability in the criteria that had precipitated lead or co-actor being selected to assist in the GLP implementation process. In some cases, individuals were selected because of their knowledge of Gaelic (whether this meant that they were highly proficient, or had limited understanding). In other cases (and sometimes in addition to language ability), individuals were selected because of their experience working in related areas (e.g. having experience in the management of Gaelic Medium Education).

### Internal volunteering for GLP implementation

There were individuals who sought out a role in the implementation of the GLP because of their personal interest in Gaelic, or their 'buy-in' to the concept of a GLP and/or Gaelic development. These individuals did not always have additional skills (e.g. language or experience of policy implementation) that allowed them to implement the GLP with ease, but willingness to participate in development processes seems still to be a salient issue for Gaelic development. Unfortunately, having some interest in, or having some ability to use Gaelic is not sufficient to achieve the implementation of a GLP. We therefore regard the nomination of a 'named lead' or implementation group based on volunteering and personal interest (Figure 4) a weak approach to GLP implementation.

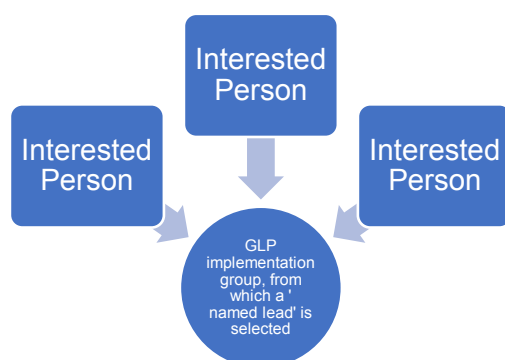


Figure 7: Weak approach for the selection of GLP implementation group

In one organisation (NHS Highland), a new management structure had recently been formed at the time of our assessment. This development had occurred following a period of high disruption and complete lack of management for the GLP due to staff turnover. In this new management structure, a named lead with experience of policy implementation had volunteered to take on remit for Gaelic, based on their belief that any policy, regardless of the perceived 'goodness' of its content, should be implemented if it had been agreed by the organisation. Whether or not this individual personally believed in the value of a GLP, or internalised its intended social function as a part of broader language development efforts seemed moot; efforts would be made (and consistently made)

because it was a responsibility adopted by organisation and set-out in the GLP. In this case, the criteria that recommended the individual to help implement the GLP was their professional understanding that agreed policies should be implemented as a part of regular work practice (and, by implication, that no individual staff member's attitudes or, indeed, language profile should prevent an agreed policy from being implemented). In order to assist this individual in the implementation of the GLP, a co-lead had been identified with high proficiency in Gaelic (to help supplement the language skills that were not held by the named lead).

#### Professionalising GLP implementation pathways

In ideal circumstances, those involved in the implementation of a GLP will have personal 'buy-in' to the concept and developmental function of such policies. This personal characteristic may help the individual exhibit enthusiasm, persistence and/or resilience whilst seeking to implement the GLP. It is not, however, a requirement that those involved in implementing the GLP internalise this kind of 'buy-in.' GLPs need to be understood as being a part of any organisation's operations; **it** delegitimises GLPs to allow its de-professionalisation, to allow policy to be compromised by individual biases.

The professional skills that were exhibited by individuals involved in GLP implementation and that should be considered a requirement of all individuals who adopt such a function for their organisation included: a) strong communication skills; b) strong organisational skills; c) leadership experience; d) ability to work in a team. For named leads who do not specialise only in Gaelic and the GLP implementation, then the organisation should ensure that CPD specific to the implementation of a GLP should be provided in a timely manner.

In summary, we advocate establishing implementation groups that would be comprised of a named lead (or leads) as well as strategically selected representatives from across the organisation. These individuals require to have the autonomy and authority to enact changes to practice. We further advocate the inclusion of stakeholders and interested persons (particularly service users) on such implementation groups, to help ensure the accountability of the organisation to the wider context in which Gaelic development efforts are undertaken. This approach is depicted in Figure 8, below.

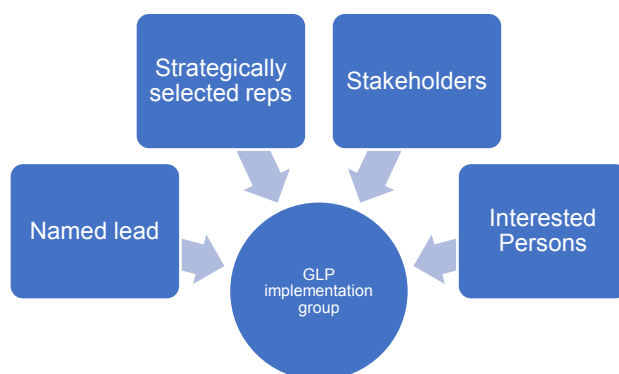


Figure 8: Strong approach for the selection of GLP implementation group

## Section 5:

### Core Commitments

Testing the fidelity of each organisation's implementation of their agreed Core Commitments was a key component of the assessment process. Implementation status for each commitment area was given a traffic light assessment (green: implemented, amber: partially implemented, red: not implemented) wherever possible (see overview Table 1 below). No organisation could be said to have implemented all the core commitments that they had made in their agreed Gaelic Language Plan, however failing to deliver all core commitments was not in itself considered to be problematic.

When core commitment areas are examined across organisations (see Table 3, below), our analysis suggests that organisations are usually able to make progress in the following areas:

3. Training,
4. Language learning.

Similarly, our analysis suggests that there are consistent issues in the implementation of commitments in the following areas:

5. Forms,
6. Complaints procedures.

It is worthwhile noting our perception that training and language learning were so frequently implemented by organisations because of the ability of organisations to frame commitments in this area as singular events. Thus, training and language learning could be achieved by offering one Gaelic Language Awareness Day, or by sending an advertisement about a local Gaelic class to all staff. These kinds of provisions were generally within the authority of the named lead of the GLP to implement (by contracting in a speaker, for example). While this is not necessarily 'bad' practice, it may help to explain why these commitment areas were able to be achieved by many organisations (several of which may have had difficulty in implementing commitments in other areas).

In contrast, the production of forms in Gaelic seemed to be a problematic area for implementation. Having forms translated and then supplying them to service users in paper-based or online versions requires a number of co-actors, and usually also the ability commissioning of professional translation. For several of the organisations assessed in this Cycle, the potential market for uptake of these forms was limited.

**DOUGLAS/MIKE: can you possibly extend this and edit it to engage in a discussion about the resource expenditure and potential uptake or 'pay off' of core commitments? Basically, organisations with a low commitment to Gaelic make minimal efforts to implement resource-heavy or just resource 'difficult' commitments. They will not bother going through the steps required for these core commitments and trust that there is no consequence (and there is no consequence) for failing to implement a commitment.**

Table 3: Overview of Core Commitment Implementation by Organisation

[illegible]

## Traffic Lighting Implementation of Core Commitment Areas

The traffic light assessment system clearly communicates the implementation status for each commitment area, it did not provide meaningful information in its own right. Meaningfulness, in this context, is mitigated by the overarching purpose of each organisation's agreed commitments, or their 'buy-in' to the Gaelic Language Plan, as well as the fidelity with which they had enacted commitments (see Figure 1, below). Thus, an organisation with a strong 'buy-in' would regard the Gaelic Language Plan an important tool helping to achieve the equal treatment of Gaelic alongside English, whereas an organisation with a weak 'buy-in' would regard the Gaelic Language Plan as bureaucratic/statutory necessity. Related to this, we surmised that not all commitments were of equal value. Some commitments would involve a one-time expenditure of effort/resources (i.e. hosting one Gaelic Language Awareness Day for staff), whereas others involved on-going effort (e.g. production of press releases in Gaelic). Thus, it was possible for an organisation to have a strong enactment of core commitments, but a low buy-in to the concept of the Gaelic Language Plan meant that these enactments were of little consequences. Similarly, it would be possible for an organisation to have weak enactment of core commitments overall, but with a strong-buy in to the concept of the Gaelic Language Plan they may, in the process of *trying* to enact commitments, done much for the equal treatment of Gaelic alongside English.

Some organisations set specific targets in all core commitment areas; targets that sought to enact the equal treatment of Gaelic alongside English or, more specifically, to widen knowledge of and/or accessibility to Gaelic. In the process of implementing their Gaelic Language Plan, these organisations inevitably learned that some but not all of these commitments were untenable or otherwise unachievable. For several of these organisations, even when failing to implement a core commitment, strides were taken toward achieving the overarching goal of the plan. This is important, because it speaks toward the *ethos* of the organisation; that even where there are barriers to provision, progress will be made. In these cases, an amber or even red traffic light assessment does not necessarily reflect a failing of the organisation; much depends on the reasons that the organisation provides for changing or abandoning the content of a core commitment area.

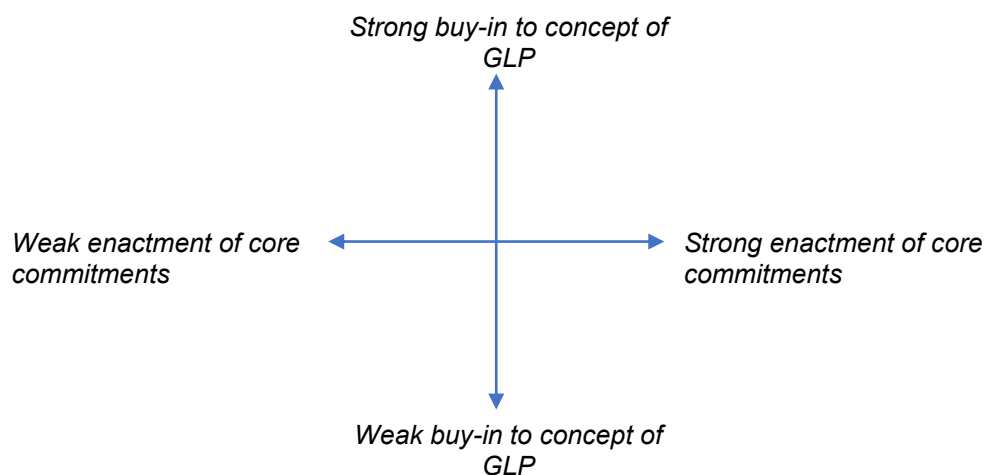


Figure 9: Describing 'meaningful' GLP enactment

In other cases, we observed that organisations set targets in core commitment areas that were vague or worded in such a way that allowed for little to no substantive changes to practice. During the assessment process, we found many examples in which conditional language allowed organisations to report that they had achieved a core commitment whilst making few or no changes to practice. Of particular concern is the concept of 'demand' for Gaelic being a prerequisite for its provision. There were many situations, in which a perceived lack of demand for Gaelic meant that an organisation needed to make no changes to practice in order to achieve the commitments of their Gaelic Language Plan; the commitments were thus entirely tokenistic and expressed only a willingness to make change that was never put to test. Similarly, commitments that would be enacted only if/when a member of staff was identified to accept responsibility for its enactment could (and, indeed, did) function as a mechanism to avoid providing for Gaelic: where no staff member



was found to provide for Gaelic, no further action needed to be taken by the organisation. Again, this is contrary to the overarching purpose of a Gaelic Language Plan, which should result in changes to practice, rather than formalising in strategy reasons why Gaelic is not provided.

Finally, there were some organisations that simply did not enact much of their agreed Gaelic Language Plan *vis-à-vis* core commitments. In these cases, a preponderance of red traffic light assessments is broadly indicative of a failure to establish efficacious implementation pathways for the agreed plan, rather than a sign of the plan itself being flawed. These organisations may have taken some steps toward providing for Gaelic in a small number of core commitment areas, but these examples of productivity are outliers. Changes to organisational management structures and staffing were usually an identifiable factor in the limited implementation of core commitments. Some of these organisations were supporting the use and learning of Gaelic elsewhere in their operations, but we noted in two such cases, these provisions seemed to be co-occurring to, rather than resulting from, the implementation of the Gaelic Language Plan.

## Detailed Analysis of Core Commitment Areas


In general, where an organisation has not implemented many commitments for Gaelic, even 'partially' implemented commitments result in very little tangible change. In some cases, 'hollow' language means that organisations can be truthfully reported to have partially or even fully implemented a core commitment whilst having made very little tangible change to its monolingual English practice.

When studying the kinds of core commitments that have been implemented most frequently and those that organisations seem to have been less likely to implement, some observations can be made:

### Corporate Identity:

Most organisations focused on the development and usage of a bilingual logo in an effort to communicate a bilingual corporate identity. Where fully bilingual logos were developed, the consistent usage of these logos is a highly effective means of increasing the visibility of Gaelic.

Table 4: Corporate identity in logos/marques

	Logo(s)/Marque(s) in Use	Notes
	<b>Creative Scotland</b>	
	<b>Scottish Parliament Corporate Body</b>	
	<b>Lewis Castle College</b>	
	<b>City of Edinburgh Council</b>	
	<b>Falkirk Council</b>	
	<b>Comhairle nan Eilean Siar</b>	
	<b>Perth and Kinross Council</b>	
	<b>National Galleries of Scotland</b>	
	<b>National Library of Scotland</b>	
	<b>NHS Western Isles</b>	
	<b>NHS Highland</b>	
	<b>University of Glasgow</b>	An official Gaelic version of the university marque is provided through the university's branding guidelines, but an unofficial and partially bilingual logo featuring English and Gàidhlig appears to be in more common usage. A fully bilingual version of the marque would be more effective and increasing visibility and not force users into choosing whether to brand in English or Gaelic.
		
	<b>University of Aberdeen</b>	
	<b>Cairngorms National Park</b>	

### Signage:

Most organisations that have increased bilingual signage as a part of the implementation of their GLP have adopted a staged and prioritised approach (see Figure 10: Decision making pathway for procurement of bilingual signage below). Organisations often clarify that changes will be made on a renewal/replacement basis, which is an understandable cost-saving measure that has been advocated by the Bòrd. Further to this, priority is generally given to the procurement of permanent, rather than temporary signage, and in our research we found that bilingual signage was more frequently introduced in areas that would have special relevance to Gaelic users. This is important, because it means that the number of signs being produced and displayed that use Gaelic are limited and reduced by many (most) organisations with GLPs. This means that there is lost potential in the area of signage, and we suggest that it is not unreasonable to request that **all** signage requiring renewal/replacement as well as all new signage be produced bilingually. In addition to this, stronger commitments for the usage of temporary bilingual signage would be appropriate for many organisations and a database of temporary signs could be centrally held and made freely available to all using online platforms.

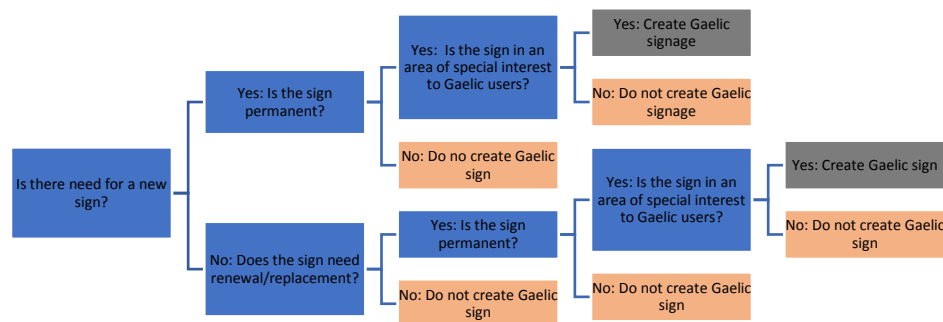


Figure 10: Decision making pathway for procurement of bilingual signage

### Reception and Telephone:

For some organisations, combining commitments in the areas of reception and telephony may be appropriate. There is also need to be introspective and to determine what kinds of knowledge public facing staff require to have with regard to Gaelic. If the minimum required knowledge is procedural (i.e. who to contact with enquiries about Gaelic), then this may be best accomplished by ensuring that internal directories are up-to-date and clearly identify persons with responsibility for Gaelic. If the organisation seeks for public-facing staff to be able to have meaningful and extended interactions with the public about Gaelic service provision or through the medium of Gaelic, then different kinds of supports may be required. Signage that indicates Gaelic may be used with the staff member, or a policy of using bilingual greetings may both help encourage Gaelic medium interactions. Language awareness training or languages education to help build knowledge and confidence to use Gaelic may also be indicated, but this may be best determined by organisations on a case-by-case basis and in response to the skillsets of their public-facing staff. Finally, an advertising and hiring policy that overtly states the organisation's commitment to Gaelic and/or the desirability of Gaelic language skills among public-facing staff may, in time, help to influence the capacity to provide Gaelic service provision at the point of first contact; since such a policy would not hinder the organisation's ability to operate according to the status quo, it therefore is a policy we recommend all organisations adopt for its potential to stimulate growth in the Gaelic employment market.

### Mail and Email:

There seem to be three broad categories in which organisations aim to provide for Gaelic in mail and email: responding to Gaelic language correspondence in a timely manner; introducing Gaelic into the static content of correspondence media (i.e. letterhead and organisation-wide email strap-lines); providing selected staff with bilingual contact information (e.g. job titles, address, etc. that would appear at the beginning of written letters, and in the signature line of emails).

Providing timely correspondence proved possible for most organisations. However, staff turnover, changing work responsibilities and broken/invalid means of making contact (e.g. email addresses) created major stumbling blocks for interacting through and about Gaelic in written form. This was, in fact, a problem for oral/aural interactions as well. An associated problem occurred in instances

in which those with responsibility for replying to correspondence in Gaelic made a choice not to provide response. It is, of course, appropriate that individuals have the autonomy to choose to reply or ignore correspondence requests. However, in the case of Gaelic, we suggest that the decision not to provide response perpetuates a cycle of inequality. The imperative of providing timely responses to enquiries about/in Gaelic can create logistic challenges for staff who manage responsibility for Gaelic-related issues alongside other activities, and so each organisation creating a GLP should ensure that the necessary discussions and actions are taken to secure adequate time for those members staff who will be taxed with responding to Gaelic correspondence.

With regard to the creation of bilingual or Gaelic versions of stationery and email strap-lines, there was significant variation in terms of how organisations enacted their commitments. Several organisations did not introduce Gaelic into these areas. Among those that did adopt a more proactively bilingual policy, some opted for Gaelic versions to be used specifically by those whose work directly involved Gaelic. Others adopted a more fully bilingual approach, by including both Gaelic and English in these areas, but again often limiting the use of these forms (and here, we include stationery and static email content) to staff whose work explicitly involves Gaelic or extending out to staff who specifically request such materials. As with signage, there seems little reasons not to adopt a fully bilingual policy to be implemented across the entire organisation in this area. Particularly in the case of static email straplines, there should be little additional cost in translating and replacing the text of static organisation-wide straplines so that they are bilingual. With regard to stationery, adopting a fully bilingual policy on a renewal basis may be a more appropriate option, so that as monolingual materials are used, stocks are replenished with bilingual materials.

Finally, providing staff with translations to use when they are writing their contact details (including job titles and postal addresses) is an area where a staged implementation may still be appropriate for many organisations. Clearly identifying those whose work does or could involve Gaelic is an important first step to introducing bilingual practice. Named leads for individual GLPs may need to be proactive in identifying such persons and supplying the requisite translations, but communicating across the organisation and on a periodic basis the steps to be taken in order to request such translations is also good practice.

#### Forms:

The provision of bilingual forms is one of the more controversial issues arising from our research. As a part of the GLP development process, organisations are asked to identify forms that can be provided bilingually or in Gaelic versions. The uptake of these forms, however, may be limited. Some organisations address this issue by including a note on English versions of the possibility to request a version in Gaelic, but most adopt a prioritised strategy in which they identify the forms most likely to be of interest by Gaelic users and have these forms translated. More consideration needs to be given to the way in which forms influence the usage of Gaelic within organisations and by their service users. It may be the case that forms constitute a good area for investment by organisations that serve larger populations that use Gaelic in written form. For organisations that do not serve populations that use Gaelic in significant numbers (and this would need to be argued by the organisations), providing bilingual forms may not be the best way to support Gaelic development. Resource expenditure in this area may, in some cases, be better used to accomplish other developmental tasks. Again, it would need to be argued and evidenced by the organisation that a calculated decision not to invest in bilingual forms has allowed them to achieve more in other core commitment or development areas.

#### Public Meetings/Exhibitions:

The provision for Gaelic in public meetings often meant that organisations intended to provide simultaneous translation. A prioritised approach allowed organisations to specify or limit the number of meetings at which such provision would be made, and functionally this meant that some organisations could bypass the need to offer bilingual provision in public meetings entirely. While it would be counter-productive to the ethos of GLPs to discourage commitment setting that include simultaneous translation, it may be beneficial for the Bòrd to encourage organisations to consider divergent means of supporting an ethos of equality between languages. Simultaneous provision may be indicated in some very specific circumstances or by organisations in which Gaelic is more

widely used internally and/or with service users. The risk with this kind of commitment is that it becomes hollow – a commitment with not actual impact or change to practice – for organisations that traditionally have used Gaelic infrequently and/or have had little to do with Gaelic users. A comparable argument for the provision of translations for exhibitions should be understood.

#### Complaints Procedures:

Across all organisations, there was little evidence of efficacy or efficiency in the area of complaints procedures. Several organisations bypassed this commitment area, others made commitments that were not enacted. For some organisations, complaints procedures guidance and forms were provided bilingually or with a strapline about the ability to request the materials in Gaelic. We were made aware of no instances in which a complaint was received in Gaelic. However, at the time assessing several nationally reported incidents occurred in which there were complaints made about the use (or lack thereof) and treatment of Gaelic – including by some of the organisations under assessment in Cycle 6. This is significant, because it indicates that complaints procedures are important to the GLP, but that it may not be the authoring organisation itself that should assume responsibility for the treatment of such complaints. A national contact for complaints about the treatment of Gaelic may be better able to facilitate the reporting and resolution of incidents in which Gaelic is not treated with an ethos of equality, or in which there are divergences from an agreed GLP that are regarded to be detrimental to this ethos of equality. In our own research process, for example, we uncovered four organisations in which there was a significant breakdown in communication pathways for matters relating to Gaelic. In each case, the only point of contact to report the problem was the named lead for the GLP itself – persons who were co-implicated in the problem. In one instance, the problem was well responded to by the named-lead for the GLP, but in the three other instances, our perception was that problems were still poorly resolved and, in at least one instance that there was an attempt to hide the problem or to erase the record of its having occurred. Creating an external party responsible for dealing with complaints pertaining to Gaelic may help increase transparency and be beneficial to the implementation of GLPs.

#### Public Relations and Media:

In most cases, public relations and media were issued in Gaelic only when the matters being reported pertained directly to Gaelic itself. For some organisations, a sensible next-step would be to create a quota of news items to be provided bilingually, rather than to continue pursuing this goal using a topic-based approach.

#### Printed Material:

The provision of printed materials in Gaelic, like forms, is a complex issue. Printed materials include things like stationery (something we advocate should be provided bilingually in all instances), but also annual reports and special publications. It is sensible that any publication that specifically has to do with Gaelic should be provided bilingually, but for some organisations there may be less overt benefit to the production of bilingual generalist reports (e.g. annual reports/budgets). In these cases, organisations should be encouraged to think strategically about where they will have the most leverage to increase the usage of Gaelic through their printed materials.

#### Websites:

In Cycle 6 reporting, there were no examples of fully bilingual websites. Scotland appears to be lagging behind other European countries in adopting fully bilingual websites, and this may indicate a skills shortage in the area of web-design – Bòrd na Gàidhlig should perhaps invest in the training and development side to extend the number of web-design companies in Scotland that are able to supply and provide on-going support for fully bilingual websites.

When implementing commitments in the area of websites, most organisations chose a prioritised implementation strategy, meaning that they identified areas of the website or produced new information to be included on the website that were of specific relevance to Gaelic and worked to ensure these were provided bilingually. Because Gaelic was added into existing and monolingual English websites in most cases, Gaelic content was often difficult to locate and embedded search platforms were often required to identify these kinds of content. Greater care needs to be taken by most organisations to ensure that Gaelic content is not embed many layers deep into a website, as this greatly diminishes its accessibility and is simply poor website design. Organisations paying for

website development and management should not accept design features for Gaelic content that they would not accept for English language content.

Gaelic content is often embedded within organisation websites with poor signposting to indicate where this content is located (Cairngorms).

Related to the topic of websites is the increased relevance of social media platforms to the enactment of corporate identity and as a mechanism of disseminating information and soliciting service engagement. Many organisations under review in this Cycle of assessment, including University of Glasgow, Perth and Kinross Council, XXXX, were proactive in integrating social media into their provision for Gaelic –whether or not this had been identified as a development area in the agreed GLP. Further investigation into the benefits and drawbacks of having a Gaelic social media identity that is separate to that of the wider organisation should be undertaken and organisations should give overt consideration to the best way of respecting and supporting Gaelic in social media. If the social media presence for Gaelic is kept distinct to that of the wider organisation, the frequent cross-posting (or re-tweeting) should occur to show that Gaelic is still interwoven and integral to the organisation.

#### Training:

Most organisations have succeeded in the provision of training opportunities. It is likely that this has been the case because of the ability to contract in Gaelic Awareness Days. This should be understood as a positive development, but our research has suggested the benefit (and, where there is high staff turnover, also the necessity) of on-going provision. Thus, it is insufficient to provide only one training opportunity for the development of Gaelic Awareness during the lifespan of a Gaelic Language Plan. Rather, it needs to be the case that such training is provided periodically, and that mechanisms are put in place at an organisational management level, to ensure that all staff receive training and that such training remains up to date.

Our research also pointed toward the variability in what ‘training’ constitutes. Training provided under the guides of Gaelic Awareness Days seems to be a ‘strong’ and also common implementation strategy. However, we also evaluated contexts in which in-house training about Gaelic was provided. In one case, this involved the provision of opportunities to learn about Gaelic at several time points throughout the year and, in many cases, paired with opportunities to learn the language itself. These training opportunities were bespoke to particular target populations including both staff and service users. In contrast, a broadly similar organisation (in terms of its function) ensured all incoming staff were trained to know about Gaelic by including one slide within an induction powerpoint about the Gaelic Language Plan. The former strategy provides breadth of provision but not depth and, as such, we have questioned its efficacy.

#### Language Learning:

This Core Commitment is complex and quasi-experimental research in the area might help to clarify the efficacy and efficiency of commitments in this area. So as not to be discriminatory, most organisations commit to provide language learning opportunities to any interested member of staff, or to advertise the availability of externally-provided opportunities. In instances in which individuals accessing language learning provision already have some Gaelic language skills, this core commitment may allow individuals to cross a threshold and to be able to use Gaelic in their work. The research team are concerned, however, that in more cases language learning may be an interesting and engaging opportunity for staff that does not translate into increased usage. In this sense, it may be a risk area for inefficient and ineffective resource expenditure. However, too little is known about the true impact of this core commitment area. Quasi-experimental research or, indeed, case study reporting by organisations may help to clarify the extent to which language learning provision for staff translates to increased usage.

For several organisations, language learning did not only mean the provision or advertising of language learning for staff, but also extended to providing/supporting language learning to service users. Where an organisation authoring a GLP has a remit that involves education, then it is imperative that they either set targets for the provision of Gaelic language learning, or that they carefully argue a reason for bypassing this core commitment area.

#### Recruitment and Advertising:

Recruitment and advertising are core commitments that may be better understood together. There is no reason all organisations should not adopt an approach to recruitment that is overtly supportive

of Gaelic. Adding Gaelic as a desirable skill for all job descriptions would not prevent a non-Gaelic speaker from being employed, but would communicate that language skills are valued in the workforce. Hiring individuals with Gaelic language skills, in any position, will increase an organisations' flexibility in terms of the design and implementation of a GLP, and so it is appropriate that such skills would be seen as an asset in recruitment. With regard to advertising, we are aware that any additional text can incur a cost (e.g. when advertising in newspapers), but argue that a brief statement about the value of Gaelic would be appropriate in advertising for organisations operating with a GLP, just as would be the case for statement pertaining to other areas of inclusion.



## Section 6:

### Development Areas

Four areas of developmental impact (status, corpus, acquisition and usage) were used to categorise the broader effects of the GLP from a language planning perspective.

Our assessment found that it was possible for organisations to make good progress in one or more development areas, regardless of their success in implementing core commitments. In some cases, this development occurred concurrent to the implementation of the GLP, but not *because* of the GLP. The way in which progress in development areas interacts with the implementation of core commitments should be further explored as organisations come to agree a GLP.

A collateral effect of having a GLP that arose in this research was the perpetuation/production of negative attitudes toward Gaelic. These kinds of negative attitudes were shared through the survey component of our research, but sometimes also in secret shopping exercises. The perception that implementing a GLP was unnecessary resource expenditure was prevalent.

The usefulness of seeking development plans from organisations in the area of Corpus Development is questioned in this report.

We advocate the development of longitudinal case studies about developmental impact by organisations with a GLP. Along with regular progress reports on implementation processes, such case studies might better allow organisations to chronicle how they move toward the more equal treatment of Gaelic alongside English, integrating aspects of status, usage and acquisition development.

Finally, it is worthwhile investing some attention to the purpose of a GLP. The purpose of GLPs goes back to the Gaelic Language (Scotland) Act 2005, which seeks the ‘promoting, and facilitating the promotion of the use and understanding of the Gaelic language’ and also ‘increasing the number of persons who are able to use and understand the Gaelic language.’ It could be argued that many of the GLPs that have been reviewed in Cycle 6 are, to a greater or lesser extent, good at compliance with the guidelines for GLP development that have been developed by the Bòrd, but that they do not, in fact, fulfil the aims set out in the Gaelic Act. Very few of the Core Commitments refer to increasing the use of the language within the organisation itself, or in the provision of goods and services. Core Commitments *set the stage* for Gaelic language use and understanding, but do not in themselves necessarily spur on-going usage. Gaelic will be used, of course, in the production of bilingual counterparts for existing English medium materials or in the production of bilingual products as a part of a renewal/replacement effort, but such products may go on to sit stagnant and unused. Equally so, it is not necessarily the case that increased visibility or audibility (e.g. logos, signage, pamphlets, automated greetings) will result in more individuals choosing to use Gaelic in their interactions with the organisations or when located in one of the organisation’s operational areas. We assume these kinds of provisions are beneficial, but have little evidence to support these assumptions.

An assessment of this type can only really evaluate compliance with the plans (in terms of the Core Commitments) rather than their actual impact on Gaelic, because to determine the impact on Gaelic we need to invest in longitudinal research that would involve ethnographic methods (see Birnie, 2017). Perceptions of impact, which can be gathered through interview and questionnaire data has some value, but cannot be said to evidence true impact; such data is highly vulnerable to individual respondents’ biases toward or against Gaelic and/or Gaelic language development.

Related to this, is the critical importance of each organisation’s own understanding of the purpose of their GLP. We have previously written about the concept of ‘buy in’ from the organisation, but this can be elaborated. Even within organisations with ‘buy in’, there can be different conceptualisations of the purpose of a GLP. For example, one organisation in Cycle 6 described Gaelic as a “social prescription” and clarified to the research team that their overarching purpose was separate to such prescriptions. Thus, the GLP was enacted in parallel to the organisations’ reason for being. This kind of arrangement of the GLP sitting separate to the ‘main’ work of the

authoring organisation was common. Many GLPs – even among organisations with high compliance and highly motivated and skilled named-leads – were enacted almost as an add-on to ‘regular’ business, rather than being interwoven into the operation of the organisation. It is possible that because Scottish organisations have operated through the medium of English for so long, there is significant difficulty in reconceptualising Gaelic as being integral to their work. Organisations that serve communities or operate in contexts in which Gaelic is not widely used seem to be particularly susceptible to developing and (not) implementing tokenistic GLPs, perhaps because the use of Gaelic feels irrelevant or unnecessary to their operation. As would be expected, this undermines the GLP. Thus, finding meaning in the GLP and clarifying its purpose within the organisational structure and operation is critical.

## Section 7:

### Recommendations

7. Ensure training is provided to all 'named leads' for GLPs that focuses on language planning and policy design and implementation, rather than general Gaelic awareness;
8. Ask organisations to articulate a clear statement of the purpose for their GLP, and that demonstrates an awareness of their 'starting point' and desired progress;
9. Deter the writing of core commitments with conditions;
10. Allow organisations to 'opt out' (with adequate justification) of core commitment and development areas when agreeing the GLP;
11. Seek at least one 'case study' from each organisation that would attest to the development of practice in one or more development areas;
12. Ask organisations to clarify and justify the management structure for the implementation of their GLP;
13. Work with stakeholders to build greater public awareness about the way in which GLPs function and their social purpose to counteract negative misconceptions about resource expenditure;
14. Seek to establish a mechanism by which the public can formally complain when GLPs are not implemented.

## Appendices

Creative Scotland's Gaelic Language Plan was Chaidh Plana Cànanin Gàidhlig Alba Chruthachail a analysed by a group of impartial researchers from UWS, sgrùdadh le luchd-rannsachaidh neo-eisimeileach neo-GCU, Heriot Watt, and Iainth. thaobhach bho UWS, GCU, Heriot Watt agus Iainth.

The GLP was textually analysed to list all coreChaidh teacs a' Phlana a sgrùdadh agus liosta de bhun- commitments and targets set in the areas of Status, dleastanasan agus targaidean a thaobh togail, inbhe, Corpus, Acquisition and Usage. corpais agus cleachdadh cànanain a dhèanamh.

Fidelity assessments then took place of these Chaidh measadh dilseach a dhèanamh air bun-dleastan-  
commitments/targets using FOI requests, 'secretan agus targaidean tro iarrthan saorsa fiosrachaidh,  
shopping' and an interview with the 'named lead' for the cruinneachadh fiosrachaidh os ìosal agus agallamh leis an  
GLP.  
tùs-oifigeair ainmichte airson a' phlana.

## Suirbhidh

Creative Scotland was invited to circulate a survey, but Chaidh iarraidh air Alba Chruthachail suirbhidh a we have no indication that this was done. No surveys gaoileadh, ach chan eil fhios an deach seo a dhèanamh. data is provided in this report. Chan eil dàta suirbhidh anns an aithisg seo.

## Cruinneachadh fiosrachaidh os ìosal

Sheall am fiosrachadh air a chruinneachadh os ìosal:

- |     |                                                                                       |    |                                                                                              |
|-----|---------------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------------------|
| 15. | The use of Gaelic in the website could be improved.                                   | 1. | Gun gabhadh piseach a thoirt air cleachdadh na Gàidhlig air an làrach-lìn.                   |
| 16. | Consistent use of Gaelic in permanent signage, but temporary signage in English only. | 2. | Cleachdadh cunbhalach ann an soidhnichean buan, ach soidhnichean sealach sa Bheurla a-mhàin. |
| 17. | Good knowledge about Gaelic by public-facing staff.                                   | 3. | Deagh fhios mun Ghàidhlig aig luchd-obrach a choinnicheas ris a' phoball.                    |
| 18. | Difficulties achieving response to enquiries about Gaelic.                            | 4. | Duilgheadasan le bhith a' faighinn fhreagairtean do cheistean mun Ghàidhlig.                 |

## Agallamh

An interview was conducted by email with the named lead for the Gaelic Language Plan.

Agallamh air post-dealain le tùs-oifigear ainmichte a' Plana Chànain Ghàidhlig.

## t Dìlseachd bhun-dleastanasan

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains of the agreed commitments of the organisations, and agus uaine', chaidh dilseachd bhun-dleastanasan their self-reported status. aontaichte agus am fèin-aithris a mheasadh.

Of the 17 categories of core commitments:

- |                                                      |                                       |                                               |
|------------------------------------------------------|---------------------------------------|-----------------------------------------------|
| 1.                                                   | 6 received a 'green' categorisation   | Dhe na 17 bun-dleastanasan aontaichte, bha:   |
| 2.                                                   | 5 received an 'amber' categorisation  | 5. 6 dhiubh 'uaine'                           |
| 3.                                                   | 3 could not be independently assessed | 6. 5 dhiubh 'orains'                          |
| 4.                                                   | 1 was not applicable                  | 7. 3 nach gabhadh measadh gu neo-eisimeileach |
| It is important to acknowledge that 'amber' does not |                                       | 8. 1 nach robh buntainneach                   |

It is important to acknowledge that ‘amber’ does not equate to a shortcoming. Creative Scotland revised its targets in some instances, and this is inevitable and problematic.

Dhe na 17 bun-dleastanasan aontaichte, bha:

Our assessment suggests that core commitments have **Cinneasachd bhun-dleastanasan**: usually been productive in terms of communicating Tha ar measadh a' nochdadh gu bheil na bun-dleastanasan equal treatment of Gaelic alongside English, but thattairbheach mar as àbhaist, is iad a' taisbeanadh they may not be translating to the increased usage of làimhseachadh co-ionann dhen Ghàidhlig an cois na Gaelic. Beurla. ach dh'fhaodte nach eil seo a' leantainn gu

Bu chòir aithneachadh nach ionann ‘orains’ agus teachd-  
t gearr. Chaidh cuid de na targaidean atharrachadh le Alba  
Chruthachail, agus mar sin ‘s ann do-sheachanta a tha seo  
agus gun a bhith na thrioblaid.

### Aithisg air raointean leasachaidh:

1. Early adoption of a bilingual identity has benefited the communication of Gaelic's equal status to English.

### Corpus development

1. Not applicable.

### Usage development

2. 'Active offer' consistently communicated to public, and good static usage (e.g. publications) but few opportunities for spontaneous usage.

### Acquisition development

1. Provision of awareness training and offers of language learning to staff.

### Perceptions of developmental impact

2. Difficult to assess with limited data, but given Creative Scotland's consistent implementation of the Gaelic Language Plan their reflections on developmental impact would be instructive to the Bòrd.

### Recommendations to Creative Scotland

3. Explore feasibility of bilingual titles, a language switch option, or providing a translation of the motto "Unlocking potential Embracing ambition" on website
4. Change access point for 10 Year Plan/Pocket Plan to host Gaelic alongside English versions of the documents online
5. Consider nominating an assistant lead for Gaelic Language Plan
6. Reflect on which core commitments have been more or less effective at supporting status and usage development
7. Adopt innovative approach to next Gaelic Language Plan; what does Creative Scotland want to do with/for Gaelic, and how can it achieve these goals?

### Recommendations to Bòrd na Gàidhlig

8. Provide albhchruthachail.com as an example of 'best' practice for organisations creating a Gaelic Language Plan
1. Allow Creative Scotland scope to diverge from recommended core commitments if it seeks to explore innovative practice in its next Gaelic Language Plan
2. Seek Creative Scotland's insight regarding the benefits and limitation of implementing a Gaelic Language Plan that has drawn heavily from Bòrd recommendations

1. Cleachdadh tràth de dhearbha-aithne dhà-chànanach air taic a chur ri taisbeanadh inbhe cho-ionann dhen Ghàidhlig ris a' Bheurla.

### Leasachadh corpais

Chan eil seo buntainneach.

### Leasachadh cleachdaidh

3. Tairgse ghnìomhach air a cur an cèill dhan phoball gu gnàthach, agus deagh chleachdadh de nithean nan stoc (m.e. foillseachaidhean) ach gun mòran cothruim airson cleachdadh neo-phlanaichte.

### Leasachadh togail

1. Trèanadh mothachaidh agus tairgse de dh'ionnsachadh cànan do luchd-obrach.

### Mothachadh de bhuaidh leasachaidh

Duilich a mheasadh air dàta nach eil pailt, ach le Alba Chruthachail a' cur an gnìomh gu gnàthach a' Phlana Chànain Ghàidhlig aca, bhiodh beachdan na buidhne air a' bhuaidh leasachail ùidheil leis a' Bhòrd.

### Molaidhean do dh'Alba Chruthachail

2. Sùil air na cothroman airson tiotalan dà-chànanach, air roghainn atharrachadh cànan, no air eadar-theangachadh dhen t-sluagh-ghairm "Unlocking potential Embracing ambition" air an làrach-lìn
3. Àite ùr inntigidh airson Plana 10 Bliadhna/Plana Pòcaid gus tionndaidhean Gàidhlig a chur ri taobh na feadhainn Bheurla air-loidhne
4. Sùil air leas-thùs-oifigeir a shuidheachadh airson a' Phlana Chànain Ghàidhlig
5. Beachd air èifeachdachd bun-dleastanasan ann a bhith a' cumail taic ri inbhe agus ri leasachadh cleachdaidh
6. Gabhail ri dòighean ùra san ath Phlana Chànain Ghàidhlig; dè tha Alba Chruthachail ag iarraidh airson/leis a' Ghàidhlig, agus ciamar a ghabhas seo dèanamh?

### Molaidhean dha Bòrd na Gàidhlig

1. albhchruthachail.com a chleachdadh mar eisimpleir de deagh chleachdadh airson buidhnean a tha a' sgrìobhadh Plana Cànan Ghàidhlig. Cead a thoirt do dh'Alba Chruthachail gus na bun-dleastanasan a tha air am moladh atharrachadh ma bhios am buidheann airson cleachdadh ùr a stèidheachadh na ath Phlana Cànan Ghàidhlig
2. Sùil ri eòlas Alba Chruthachail air buannachdan agus crìochan aig cur an gnìomh Plana Cànan Ghàidhlig a tha stèidhichte gu mòr air molaidhean a' Bhùird.
- 3.

## Appendix B: Scottish Parliamentary Corporate Body Summary Report

## Appendix C: Lews Castle College Summary Report

The Lews Castle College Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith.

The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping', interview and an attempted survey of employees.

GCU, Heriot Watt agus laith.

Chaidh teacs PCG a sgrùdadh agus liosta de bhun-dleastanasan agus targaidean a thaobh togail, inbhe, corpas agus cleachdadh càinain a dhèanamh.

Chaidh measadh dìlseachd a dhèanamh de bhun-dleastanachaidh fiosrachaidh os ìosal, agallamh agus chaidh oidhirp a dhèanamh air suirbhìdh de luchd-obrach.

### Survey

Although the research team requested the survey link be distributed via email on 3 occasions and in person, no responses were received to the survey as of 29 March, 2017. It is unclear if a link to the survey was circulated by the Lews Castle College points of contact.

### Suirbhìdh

Chaidh iarraidh air Colaisde a' Chaisteil an t-suirbhìdh a sgaoileadh trì tursan, ann am post-d agus conaltradh aghaidh ri aghaidh. Gu ruige 29 Màrt 2017 cha d' fhuaras freagairt. Chan eil e soilleir ma bha an t-suirbhìdh ga sgaoileadh le ur luchd-fios aig Colaisde a' Chaisteil.

### Secret Shopping

The results of the 'secret shopping' indicated:

4. Gaelic audibly and visually used on real-world terrains;
5. Gaelic used online as per the agreement of the GLP, but not widely used, and with some minor inconsistencies;
6. Gaelic versions of documents not accessible via webspace.

Enquiries about Gaelic and in Gaelic to representatives found:

1. Prompt and appropriate response given to English language enquiry about Gaelic;
2. No reply given to Gaelic language enquiry about Gaelic, but we were later informed that the request had been communicated through an appropriate chain of individuals, the last of whom chose not to respond.

### Cruinneachadh fiosrachaidh os ìosal

Bha am fiosrachadh air a chruinneachadh os ìosal a' sealltainn:

1. Gu bheil Gàidhlig ga cleachdadh mar chànan làitheil ann an sgrìobhaidhean agus conaltraidhean;
2. Gu bheil Gàidhlig ga cleachdadh air-loidhne a rèir PCG, ach chan eil ga cleachdadh fad 's farsaing, agus tha neo-chunbhalachd ann an siud 's an seo;
3. Nach eil lethbhreacan Gàidhlig de sgrìobhainnean rim faotainn air-loidhne.

Iarrtasan mun a' Ghàidhlig agus anns a' Ghàidhlig:

1. Fhuair iarrtas Beurla mun a' Ghàidhlig freagairt luath agus freagarrach;
2. Cha d' fhuair iarrtas Gàidhlig mun a' Ghàidhlig freagairt. Chaidh innse dhuinn gun robh an t-iarrtas ga chur tron t-siostam ach gun robh e na roghainn aig an neach a tha a' dèiligeadh leis gun a bhith ga fhreagairt.

### Interview

An interview with a representative with partial remit for enacting the GLP, where the view of the organisation on progress with the implementation of the GLP was given.

### Agallamh

Agallamh le riochdaire aig a bheil pàirt-dleastanas PCG anns a bheil beachdan a thaobh adhartas a' bhuidhinn am PCG a thoirt gu buil gan toirt seachad.

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status.

Of the 15 categories of agreed core commitments:

3. 5 received a 'green' categorisation
4. 4 received an 'amber' categorisation
5. 6 received a 'red' categorisation

It is possible that the commitments classified as being red had been enacted but that a failure to make and 'active offer' of Gaelic meant their enactment was imperceptible to the general public.

Dilseachd bhun-dleastanasan  
A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dilseachd bhun-dleastanasan agus am fèin-aithris a mheasadh.

Chaidh 15 bun-dleastanasan aithneachadh:

3. 5 dhaibh 'uaine'
4. 4 dhaibh 'orains'
5. 6 dhaibh 'dearg'

Dh'fhaodte gu bheil cuid de na bun-dleastanasan a tha ainmichte mar 'dearg' air an toirt gu buil ach air sgàth dìth 'tairgse cleachdaidh ro-ghnìomhach' chan eil seo follaiseach dhan mhòr-shluaigh.

### Productivity of Core Commitments



Researchers concluded from their investigation:

1. Evidence of core commitments supporting and extending Gaelic usage in several aspects of organisation's work
2. Evidence of core commitments in the area of identity helping to reflect value of Gaelic in community context
3. Limited impact of core commitments in areas in which communication is passive due to lack of 'active offer' particularly in web-mediated contexts
6. Gu bheil fianais ann de bhun-dleastanasan a tha a' toirt taic and a' sineadh cleachdadh na Gàidhlig ann an iomadh pàirt de dh'obair a' bhuidhinn
7. Gu bheil fianais ann gu bheil na bun-dleastanasan a toirt taic ri inbhe na Gàidhlig anns a' choimhearsnachd
8. Nach eil ach beagan buaidh air raointean conaltradh neo-ghnìomhach, air sgàth dìth 'tairgse cleachdaidh ro-ghnìomhach', gu sònraichte ann an goireasan air-loidhne

### Report on Development Areas:

#### Status development

4. Evidence of Gaelic being an inherent part of LCC identity, particularly in personal interactions
5. Computer mediated and other published materials could more consistently communicate value of Gaelic to LCC and an 'active offer' to use the language
9. Fianais gu bheil a' Ghàidhlig na pàirt dualach de dh'fhèin-aithne Colaisde a' Chaisteil, gu sònraichte ann an conaltradh pearsanta
10. Barrachd fiosrachadh a thaobh inbhe na Gàidhlig aig Colaisde a' Chaisteil ann an goireasan didseatach no foillsichte, cho math ri 'tairgse cleachdaidh ro-ghnìomhach'

#### Corpus development

6. Training about corpus and translation are provided through the Gaelic Language and Culture section
7. There is some concern that individual academic staff members may be asked to supply translations without adequate acknowledgment that this work would be 'over and above' their existing and full remit
11. Trèanadh corpais agus eadar-theangachadh gan toirt seachad ann an raon Gàidhlig is Cultar
12. Tha beagan iomagain ann gu bheil neach-obrach acadaimigeach an sàs ann an eadar-theangachadh gun aithneachadh gu bheil seo a' bharrachd air an raon-dleastanasan shlàn aca

#### Usage development

- Evidence of usage in personal interactions and within a wide range of Gaelic-specific and more generic programmes
- Useful overlaps between initiatives in usage and acquisition development
3. Some concern over web-mediated usage (or lack thereof)
15. Fiosrachadh de chleachdadh na Gàidhlig ann an conaltradh pearsanta agus am broinn prògram Gàidhlig agus am broinn phrògraman coitcheann
15. Tha iadhadh feumail de dh'iomairtean cleachdaidh agus togail cànan
15. Tha began iomnaidh ann a thaobh dìth cleachdadh na Gàidhlig air an làrach-lìn

#### Acquisition development

4. Extensive evidence of contributions through academic programmes (both specific to Gaelic and more widely in other curricular areas) and within the wider community
5. Notable contributions in the areas of teacher education for Gaelic
16. Fianais farsaing de leasachaidhean togail ann am prògraman acadaimigeach (prògraman Gàidhlig agus coitcheann) agus anns a' choimhearsnachd air fad
17. Taic shònraichte ri iomairtean trèanadh thidsearan Gàidhlig

#### Perceptions of developmental impact

1. Although there are many examples of impact in Usage and Acquisition, we observe that these impacts are limited in web-mediated spaces
2. Impact in the area of Acquisition is particularly strong spreading through staff, programmes, and campuses and into the wider community
18. Mothachadh de bhuidh leasachaidh
19. Ged a tha iomadh eisimpleir de bhuidh cleachdadh agus togail na Gàidhlig ann, tha sinn air comharrachadh gu bheil a' bhuidh seo cuibhrichte air goireasan air-loidhne
19. Buidh gu sònraichte làidir ann an sgaoileadh togail na Gàidhlig tro luchd-obrach, prògraman, àrainnean na colaiste agus anns a' choimhearsnachd

#### Recommendations to Lews Castle College

1. Report on all agreed Core Commitments
2. Correct minor inconsistencies in Gaelic web content
3. Expand online Gaelic language content
4. Ensure 'active offer' of Gaelic
5. Increase number of dual-language publications
6. New commitments in social media and the virtual learning environments
7. Clarify situations in which Core Commitments need to align with partners
8. Include a strap line on all job postings about the value of Gaelic to Lews Castle College.

#### **Recommendations to Bòrd na Gàidhlig**

1. Support Lews Castle College to extend static Gaelic web presence
2. Consider additional resources for the development of bilingual virtual learning environment
3. Consideration of how robustly the language plan targets are reviewed and revised internally and monitored on an on-going basis

#### **Molaidhean dha Colaisde a' Chaisteil**

1. Aithris air a h-uile bun-dleastanas aontaichte
2. A' ceartachadh nam mì-chòrdalasan beaga air an làrach-lìn
3. A' leudachadh goireasan Gàidhlig air-loidhne
4. A' cur 'tairgse cleachdaidh ro-ghnìomhach' air dhòigh
5. A' leudachadh àireamh de dh'fhoillseachaidhean dà-chànanach
6. Bun-dleastanasan ùra ann am meadhanan sòisealta agus àrainneachd ionnsachaidh air-loidhne
7. A' solarachadh shuidheachaidhean anns am bu choir bun-dleastanasan a bhith co-ionann le com-pàirtichean
8. A' cur abairt fiosrachaidh an cois gach dreuchd bhàn a thaobh inbhe na Gàidhlig aig Colaisde a' Chaisteil

#### **Molaidhean dha Bòrd na Gàidhlig**

9. A' toirt taic ri Colaisde a' Chaisteil gus cleachdadh na Gàidhlig air-loidhne a leasachadh
10. A' beachdachadh air goireasan a bharrachd airson àrainneachd ionnsachadh dà-chànanach air-loidhne a leasachadh
11. A' beachdachadh air dòighean in-sgrùdadh agus ath-sgrùdadh targaidean phlanaichean cànanain agus dòighean nan targaidean a mheasadh ann an dòigh leantainneach.

## Appendix D: City of Edinburgh Council Summary Report

City of Edinburgh's Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith.

The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping', interview and a survey that included employees and staff.

### Suirbhidh

#### Survey

A survey targeting staff and service users was circulated. Uptake was extremely limited, but responses indicated concern over the organisation's treatment of Gaelic.

Chaidh suirbhidh luchd-obrach agus luchd-cleachdaidh sheirbhisear air sgaoileadh. Bha ìre coileanaidh gu math ìosal ach bha freagairtean a' comharrachadh dragh a thaobh làimhseachadh na Gàidhlig

### Cruinneachadh fiosrachaidh os ìosal

Bha am fiosrachadh air a chruinneachadh os ìosal a' sealltainn:

#### Secret Shopping

The results of the 'secret shopping' indicated:

1. Limited use of Gaelic online
  2. General failure to respond to correspondence in Gaelic and about Gaelic
  3. No signage in Gaelic at council offices
  4. Poor ability of reception staff to respond to enquiries about Gaelic.
27. Cleachdadh cuingichte de Ghàidhlig air loidhne
  28. Fàilleadh farsaing gus litrichean Gàidhlig no mun a' Ghàidhlig a fhreagairt
  29. Chan eil soidhnichean Gàidhlig gan cleachdadh ann an oifisean a' chomhairle
  30. Comasan ìosal luchd-fàilteachaidh ceistean mun a' Ghàidhlig a fhreagairt.

### Agallamh

#### Interview

A named-lead for Edinburgh City Council offered to participate in interview on 7 August, 2017. This was after the assessment report had been fully drafted and so no interview was conducted.

Bha neach ainmichte Comhairle Dhùn Èideann dèonach pàirt a ghabhail ann an agallamh 7 Lùnastal. Aig an àm seo bha an aithisg measaidh slàn air sgrìobhadh agus mar sin cha deach agallamh a chumail.

### Dilseachd bhun-dleasan

A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dilseachd bhun-dleasan agus am fèin-aithris a mheasadh.

#### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status.

- Of the 16 categories of agreed 'measures':
5. 0 received a 'green' categorisation
  6. 5 received an 'amber' categorisation
  7. 8 received a 'red' categorisation
  8. 3 could not be independently assessed or were not applicable
31. 0 dhaibh 'uaine'
  32. 5 dhaibh 'orains'
  33. 8 dhaibh 'dearg'
  34. 3 gun measadh neo-eisimeileach no mì-fhreagrach

### Cinneasachd bhun-dleasan:

Ràinig an luchd-rannsachaidh gu co-dhùnadh nach robh Comhairle Dhùn Èideann soirbheachail ann an cuir air chois ceumannan brioghmhor a tha a chur ri àrdachadh

#### Productivity of Core Commitments

The assessment team find that City of Edinburgh have not been successful at implementing measures that have had a meaningful impact on the use, visibility and/or status of Gaelic in the area or in its own practices.

cleachdaidh, faicsinneachd agus / no inbhe na Gàidhlig ann an cleachdaidhean fhèin.

#### **Aithisg air roinntean leasachaidh:**

##### **Leasachadh inbhe**

35. Tha fàilleadh coileanadh mòran bund-dleastanasan na comharra de dhuilgheadasan le inbhe na Gàidhlig aig ìre eagrachas na comhairle.

##### **Leasachadh corpais**

36. Chan eil seo na prìomhachas na comhairle, ach a rèir fhèin-measadh tha ceumanan freagrach air a dhèanamh ann an roinn seo

##### **Leasachadh cleachdaidh**

1. Tha Iomairt Ghàidhlig Dhùn Èideann an sàs gu mòr ann an cruthachadh cothroman cleachdadh taobh a-muigh sgoile (ag amas air sgoilearan Foghlam tro Mheadhan na Gàidhlig agus am pàrantan)

##### **Leasachadh togail**

2. Gnìomhachas farsaing ann an roinn fhoghlaim (a' gabhail a-steach trath-bliadhnaichean, bun-sgoil, àrd-sgoil agus foghlam fad beatha

##### **Mothachadh de bhuaidh leasachaidh**

3. Tha mothachadh ann gu bheil an ùghdarras ionadail air oidhirpean mòra a dhèanamh ann an roinn foghlaim, ach chan eil seo, leis fhèin, a' toirt ri cleachdadh a' chàin taobh a-muigh foghlam. Tha fàilleadh aig Baile Dhùn Èideann gus plana càin a thoirt gu buill ann an roinnean a bharrachd na foghlam a' ciallachadh nach eil seo a' toirt buaidh air leasachadh inbhe no cleachdadh.

##### **Molaidhean dha Comhairle na h-Eaglaise Brice**

4. Dèanamh cinnteach gu bheil bun-dleastanasan a' leanntainn siostam SMART ann an aithisgean dealais
5. Sgrùdadh air dòighean anns a bheil plana càin a thoirt gu buill gach bliadhna
6. Ath-sgrùdadh structair manaidsearachd plana càin
7. Dèanamh cinnteach gu bheil iarrtasan mun no anns a' Ghàidhlig a fhaighinn freagairt

#### **Report on Development Areas:**

##### **Status development**

9. Failure to implement so many core commitments indicates that there may be status issues for Gaelic at an organisational level.

##### **Corpus development**

10. This is not a priority area for the local authority, but it self-reports to have made appropriate steps in this area.

##### **Usage development**

11. Iomairt Ghàidhlig Dhùn Èideann plays a large role in providing out-of-school usage opportunities (targeting Gaelic Medium students and their parents).

##### **Acquisition development**

12. Extensive activity in the area of education (including early years, primary, secondary and adult learning).

##### **Perceptions of developmental impact**

13. There is a perception that the local authority is making good efforts in the area of Gaelic Education, but that it does not itself use or facilitate the use of Gaelic outside of education. The failure of City of Edinburgh to implement its Gaelic Language Plan in areas other than Education means that it is seen to be making a negligible or negative impact on Status and Usage development.

##### **Recommendations to City of Edinburgh**

14. Ensure Core Commitments are SMART and avoid embedding provisos in commitment statements
15. Monitor the implementation of the Gaelic Language Plan annually
16. Revise the management structure of the Gaelic Language Plan
17. Ensure enquiries about/in Gaelic receive reply
18. Include 'Gaelic desirable' in job advertisements for schools offering Gaelic Medium and in all council customer service/reception jobs

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>19. Include a strap line on publications to alert public of their right to communicate and/or request the document in Gaelic</p> <p>20. Monitor which events receive simultaneous translation</p> <p>21. Include Gaelic in email strap lines for all staff</p> <p>22. Provide Gaelic Awareness Training to public-facing staff and those involved in the Gaelic Language Plan implementation</p> <p>23. Ensure all new signage is bilingual</p> | <p>8. Cleachdadh 'Gàidhlig miannaichte' ann an sanasan obrach sgoiltean a tha a' tabhann Foghlam tro Mheadhan na Gàidhlig agus airson obraichean a dèiligeas leis a' phoblach</p> <p>9. Cleachdadh seantas air foillseachaidhean gus mothachadh a thogail gun gabh a' Ghàidhlig a chleachdadh ann an conaltraidhean no gun gabh iarrtas a thoirt a-steach airson foillseachaidhean Gàidhlig.</p> <p>10. Measadh air na tachartasan aig a bheil eadar-theangachadh mar-aon</p> <p>11. Cleachdadh loidhne sa Ghàidhlig anns gach post-d</p> <p>12. Treanadh mothachadh na Gàidhlig airson luchd-obrach a dèiligeas leis a' phoblach agus an sàs leis a' phlana cànan a chur air chois</p> <p>13. Dèanamh cinnteach gu bheil soidhnichean ùra dà-chananach.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **Recommendations to Bòrd na Gàidhlig**

24. Increase monitoring and support provided to City of Edinburgh in the development and implementation of its next Gaelic Language Plan
25. Ensure management structure for implementation of City of Edinburgh's Gaelic Language Plan is clarified
26. Consider appropriate action if City of Edinburgh does not take actions to implement its Gaelic Language Plan in areas outwith Education.

#### **Molaidhean dha Bòrd na Gàidhlig**

14. Àrdachadh measadh agus taic dha Baile Dhùn Èideann ann am plana cànan a thoirt gu buill
15. Dèanamh cinnteach gu bheil structair manaidsearachd ann gus plana cànan Baile Dhùn Èideann air soillearachadh
16. Beachdachadh air gnìomhan freagrach mura h-eil Baile Dhùn Èideann a' toirt a' phlana gu buill taobh a-muigh foghlam.

## Appendix E: Falkirk Council Summary Report

Falkirk Council's Gaelic Language Plan was analysed Chaidh Plana Gàidhlig Chomhairle na h-Eaglaise Brice by a group of impartial researchers from UWS, GCU, a sgrùdadh le luchd-rannsachaidh neo-thaobhach bho Heriot Watt, and laith. UWS, GCU, Heriot Watt agus laith.

The GLP was textually analysed to list all core Chaidh teacs a' Phlana sgrùdadh agus liosta a commitments and targets set in the areas of Status, dhèanamh de bhun-dleastanasan is targaidean airson Corpus, Acquisition and Usage. Togail, Inbhe, Corpas agus Cleachdadh.

Fidelity assessments then took place of these Chaidh measadh dìlseachd a dhèanamh de bhun-commitments/targets using FOI requests, 'secret dleastanasan agus targaidean tro iarrtasan saorsa shopping', interview and a survey that included fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, employees and staff. agallamhan agus suirbhidh luchd-obrach.

### Survey

### Suirbhidh

A survey targeting staff and service users was circulated Chaidh suirbhidh luchd-obrach is luchd-cleachdaidh online and received 216 responses, of which 208 were sheirbheisean a sgaoileadh air-loidhne. Fhuair 216 current or former staff, and 8 were services users. freagairtean, 208 dhuibh bho (seann) luchd-obrach agus Among staff, we found that only 16 of our respondents 8 dhuibh bho luchd-cleachdaidh. Bha cuimhne aig could recall having had guidance on Gaelic, and 37 dìreach 16 luchd-freagairt air stiùireadh iarrtasan would know how to deal with Gaelic enquiries (and 35 Gàidhlig, agus bha fios aig 37 dhuibh mar a dhèiligeas said it was not relevant to their work). The survey iad riutha (agus thuirt 35 nach robh seo buntainneach highlighted the failure of those working at the local dhan obair aca). Tha freagairtean an t-suirbhidh a' authority to perceive any use of Gaelic (and this may comharrachadh dìth mothachadh luchd-obrach air reflect a reality in which Gaelic is not used), the cleachdadh na Gàidhlig (agus tha seo a' comharrachadh localisation of Gaelic use to schools, and the very strong suidheachadh far nach eil an cànan ga cleachdadh), emotional responses toward the language (both positive Gàidhlig sna sgoiltean a-mhàin agus faireachdainn làidir and negative). (math no dona) mun chànan.

### Secret Shopping

### Cruinneachadh fiosrachaidh os ìosal

The results of the 'secret shopping' indicated:

Sheall am fiosrachadh os ìosal:

17. Gaelic information is deeply embedded at 4<sup>th</sup> level in council website
18. Correspondence about Gaelic sent in English received a timely response; Correspondence sent in Gaelic about Gaelic received no reply
19. No Gaelic used in external signage
20. Reception staff had difficulty directing assessor to relevant persons

15. Gu bheil Gàidhlig air a fighe a-steach aig an 4mh ìre de làrach-lìn na comhairle
16. Gun d' fhuair iarrtas Beurla mun Ghàidhlig freagairt luath, freagarrach ach nach d' fhuair iarrtas Gàidhlig mun Ghàidhlig freagairt
17. Nach robh a' Ghàidhlig ga cleachdadh ann an soidhnichean a-muigh
18. Gun robh e duilich dhan luchd-fàilte an neach-sgrùdaidh a stiùireadh gu daoine freagarrach.

### Interview

### Agallamh

No interview was given to the assessment team, but an Cha d' fhuaras -sgrùdaidh agallamh, ach chaidh interview with a partner organisation, Falkirk Community buidhinn ri com-pàirtiche, Urras Coimhearsnachd na h-Trust, was held. Interview emphasized cultural use of Eaglaise Brice. Thaisbean an t-agallamh seo Gaelic in the local authority area, but limited day-to-day cleachdadh cultarach na Gàidhlig ann an sgìre na use. comhairle, ach gun mòran cleachdadh làitheil.

### Fidelity of Core Commitments

### Dìlseachd nam bun-dleastanasan

Using a 'red, amber and green' traffic light A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains categorisation, the researchers undertook a 'fidelity test' agus uaine', chaidh an dìlseachd bhun-dleastanasan of the agreed commitments of the organisations, and agus an inbhe air a fèin-aithris a mheasadh. Chaidh na their self-reported status. These commitments were

called 'measures' in Falkirk Council's Gaelic Language Plan. bun-dleasan an ainmeachadh mar 'thomhasan' anns a' phlana cànan:

Of the 16 categories of agreed 'measures':

Chaidh 16 bun-dleasan aithneachadh:

21. 1 received a 'green' categorisation
22. 3 received an 'amber' categorisation
23. 6 received a 'red' categorisation
24. 6 could not be independently assessed

19. 1 dhaibh 'uaine'
20. 3 dhaibh 'orains'
21. 6 dhaibh 'dearg'
22. 6 gun measadh neo-eisimeileach

We observed that previous self-assessment by the local authority had allowed them to regard most commitments as being 'on track' whilst having made no/limited changes to practice. Tha fèin-measadh na comhairle a' comharrachadh nam bun-dleasan mar obair fo làimh ged nach robh mòran adhartais air a dhèanamh ann an atharrachadh chleachdaidhean

### Productivity of Core Commitments

### Tarbhadh nam bun-dleasan:

The assessment team find that Falkirk Council have not been successful at implementing measures that have had a meaningful impact on the use, visibility and/or status of Gaelic in the area or in its own practices. This is concerning in the area of the council's website, in which critical information that would enable parents to request Gaelic Medium Education is inaccessible. Ràinig an luchd-rannsachaidh gu co-dhùnadh nach robh Comhairle na h-Eaglaise Brice soirbheachail ann an cur a' cur ri àrdachadh cleachdaidh, agus/no inbhe na Gàidhlig san sgìre no na faicsinneachd agus/no inbhe na Gàidhlig san sgìre no na fiosaichadh fhaighinn air an làrach-lìn gus iartras airson Foghlam tro Mheadhan na Gàidhlig a chur a-steach.

### Report on Development Areas:

### Aithisg air roinntean leasachaidh:

#### Status development

#### Leasachadh inbhe

25. Support for GLPS and for community groups with a Gaelic interest has been provided by the local authority

23. Taic airson sgeama GLPS agus buidheann coimhearsnachd aig a bheil ùidh sa chànan ga thoirt seachad leis a' chomhairle.

#### Corpus development

#### Leasachadh corpais

26. This is not a priority area for the local authority, but it self-reports to use reliable translators when required.

24. Chan eil seo na phrìomhachas dhan chomhairle, ach tha i ag aithris gum bi i a' cleachdadh eadar-theangairean earbsach nuair a dh'fheumas.

#### Usage development

#### Leasachadh cleachdaidh

27. As before, support has been given to community groups with a Gaelic interest

25. Chaidh taic a thoirt do bhuidhnean aig a bheil ùidh sa Ghàidhlig.

#### Acquisition development

#### Leasachadh togail

28. Transportation is provided to neighbouring local authorities for children accessing Gaelic Medium Education
29. 2 teachers are trained to deliver GLPS per year
30. The council gives financial support to an adult learning class, as well as some other Gaelic-related cultural initiatives

26. Tha còmh-dhail ga cur air chois gu comhairlean eile airson clann ann am Foghlam tro Mheadhan na Gàidhlig
27. 2 thidsear ri trèanadh GLPS gach bliadhna
28. Taic airgid bhon chomhairle do chlas Gàidhlig inbheach, cho math ri oidhirpean eile air cultar Gàidhealach

#### Perceptions of developmental impact

#### Barail air a' bhuaidh leasachaidh

There is a perception that Gaelic is not relevant to the council area because it is not widely spoken, but there is also a sense that provision for Gaelic can bolster the status of the language. Only 17% of

Tha barail ann nach buin a' Ghàidhlig ris an sgìre seo air sgàth 's nach eil i ga labhairt fad 's farsaing, ach tha aithneachadh ann cuideachd gu bheil solarachadh na Gàidhlig a' toirt taic ri

the total responses to our survey regarded the contribution in the area of Status to be positive. 55% of survey respondents felt the use of Gaelic by Falkirk Council was having no demonstrable impact<sup>30</sup> on the usage of the language across Scotland.

### Recommendations to Falkirk Council

- Select a 'named lead' for the Gaelic Language Plan with ability and willingness to take charge of its implementation process
4. Educate staff on Gaelic Language Plan, and existing resources/provision for Gaelic on an annual basis
  5. Create substantive commitments to support education and community usage
  6. Ensure information on requesting Gaelic Medium Education is easily accessible to all visitors to the local authority's Schools & Education website area
  7. Report on the feasibility of establishing Gaelic Medium Education at primary annually or biannually
  8. Ensure Core Commitments are SMART and will have some consequence
  9. Clarify policy for 'Gaelic desirable' and 'Gaelic essential' posts
  10. Make Gaelic more accessible on the local authority website
  11. Advertise Gaelic-related developments and events using social media

### Recommendations to Bòrd na Gàidhlig

- Work closely with Falkirk Council in the preparation of their next Gaelic Language Plan to create SMART targets
- The Bòrd should revisit Falkirk Council annually to ensure they are affording their residents adequate knowledge about and access to Gaelic Medium Education placing requests.
- Consider how robustly the language plan targets are reviewed and revised internally by an authority and monitored on an on-going basis by the Bòrd.
- Gaelic Language Plans that are self-assessed as being 'on track' whilst having resulted in few changes to practise should be scrutinised more deeply.

inbhe a' chànain. Bha dìreach 17% de luchd-freagairt an t-suirbhidh den bheachd gu bheil a' chomhairle a' cur ri deagh inbhe a' chànain. Bha 55% de luchd-freagairt an t-suirbhidh den bheachd nach robh Comhairle na h-Eaglaise Brice a' cur ri cleachdadh na Gàidhlig aig ìre nàiseanta.

### Molaidhean do Chomhairle na h-Eaglaise Brice

31. Taghaibh neach ainmichte a tha comasach agus deònach smachd a ghabhail air cur an sàs a' Phlana Chànain
32. Sgaoilibh fiosrachadh gach bliadhna air an luchd-obrach mun Phlana Chànain agus mu na th' ann de ghoireasan is solar airson na Gàidhlig
33. Dèanaibh gealltanasan susbainteach gus taic a thoirt do dh'fhoghlam agus do chleachdadh sa choimhearsnachd
34. Dèanaibh cinnteach gum bi cothrom aig a h-uile duine a thadhlas air earrann Sgoiltean is Foghlaim làrach-lìn na Comhairle air fiosrachadh mu bhith ag iarraidh Foghlam tron Ghàidhlig
35. Dèanaibh aithris gach bliadhna no dàrna bliadhna air a' chothrom air Foghlam tron Ghàidhlig a stèidheachadh aig ìre na bun-sgoile
36. Dèanaibh cinnteach gum bi na bun-dleastanasan SMART agus brìoghmhor
37. Soilleirichibh poileasaidh airson dreuchdan le 'Gàidhlig miannaichte' no 'Gàidhlig riatanach'
38. Dèanaibh Gàidhlig nas fhasa a ruigsinn air làrach-lìn na Comhairle
39. Tàirneibh aire do dh'iomairtean is tachartasan an lùib na Gàidhlig tro na meadhanan sòisealta

### Molaidhean do Bhòrd na Gàidhlig

Obraichibh gu dlùth ri Comhairle na h-Eaglaise Brice san ullachadh dhen ath Phlana Cànan le bhith a' cruthachadh targaidean SMART

Tadhlaibh gach bliadhna air Comhairle na h-Eaglaise Brice a dhèanamh cinnteach gu bheilear a' toirt seachad fios is cothrom air Foghlam tron Ghàidhlig

Beachdaichibh air cho deimhinnte 's a tha targaidean plana a tha gan ath-sgrùdadh is gan ùrachadh le buidheann agus gam measadh gu leantainneach leis a' Bhòrd. Bu chòir Planaichean Gàidhlig a tha air am fèin-mheas mar 'fo làimh' ach gun chus atharrachaidh ann an obrachadh a bhith air an sgrùdadh nas doimhne.





## Appendix F: Comhairle nan Eilean Siar Summary Report

Comhairle nan Eilean Siar's Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith.

The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping' and an interview with one of the Sgioba na Gàidhlig staff.

GCU, Heriot Watt agus laith.

inbhe, corpais agus cleachdadh càin a dhèanamh.

na Gàidhlig.

### Survey

Comhairle nan Eilean Siar was invited to circulate a survey, but we have no indication that this was done. No survey data is provided in this report.

### Suirbhidh

Chaidh iarraidh air Comhairle nan Eilean Siar suirbhidh a

### Secret Shopping

The results of the 'secret shopping' indicated:

43. The use of Gaelic in the website could be improved
44. Correspondence about Gaelic in Gaelic and English did not always receive a response
45. Extensive Gaelic signage and verbal usage
46. Telephone enquiries suggest that there is good awareness about Gaelic and positive attitudes toward the language.

### Cruinneachadh fiosrachaidh os ìosal

Bha fiosrachadh os ìosal a' sealltainn:

4. Gum faodadh piseach a bhith air cleachdadh na Gàidhlig air an làrach-lìn
5. Cha d'fhuaradh an-còmhnaidh freagairt do litir sa Gàidhlig agus a' Bheurla mun Gàidhlig
6. Cleachdadh leathann de Gàidhlig ann an soidhnichean agus de chleachdadh labhairt
7. Iarrtasan fòn a' comharrachadh gu bheil deagh mhothachadh agus beachdan deimhinneach ann mun Gàidhlig.

### Interview

An interview was conducted with a member of the Sgioba na Gàidhlig team responsible for the creation and implementation of the Gaelic Language Plan.

### Agallamh

Agallamh le neach-obrach Sgioba na Gàidhlig aig a bheil

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status.

Of the 14 categories of agreed core commitments:

47. 7 received a 'green' categorisation
48. 6 received an 'amber' categorisation
49. 2 could not be independently assessed

It is important to acknowledge that 'amber' does not equate to a shortcoming in this instance. The Comhairle is always seeking to extend provision and use of Gaelic, which is why it has so many 'on-going' or amber classifications.

### Productivity of Core Commitments

Our assessment suggests that core commitments have usually been productive in terms of communicating equal treatment of Gaelic alongside English and creating opportunities for usage.

### Dilseachd Bhun-dleastanasan

A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dilseachd bhun-dleastanasan agus an

Chaidh 14 bun-dleastanasan aithneachadh:

8. 7 dhaibh 'uaine'
9. 6 dhaibh 'orains'
10. 2 gun mheasadh
11. Chan eil 'orains' a' ciallachadh gu bheil seo na easbhaidh. Tha a' Chomhairle a' sìor fheuchainn ri cur ri solarachadh is cleachdadh na Gàidhlig agus 's e sin as adhbhar gu bheil mòran dleastanasan air an comharrachadh mar orains no leantainneach.

### Tarbhachd bhun-dleastanasan

Tha ar measadh a' taisbeanadh a' sealltainn gu bheil na bun-dleastanasan gu h-àbhaisteach air a bhith soirbheachail ann a bhith a' taisbeanadh làimhseachadh co-ionann dhan Gàidhlig agus dhan Bheurla agus a' cruthachadh cothroman cleachdaidh.

### Report on Development Areas: Status development

### Aithisg air roinntean leasachaidh: Leasachadh inbhe

50. No commitments set out in this area, but 12. interactions with staff suggest a high status and this is also reflected in the ambition of the Gaelic Language Plan and the fidelity of its implementation
- Chan eil bun-dleastanasan anns an roinn seo ach conaltraidhean leis an luchd-obrach a' taisbeanadh inbhe àrd na Gàidhlig agus tha seo cuideachd ri fhaicinn ann an amasan is dilseachd a' Phlana Ghàidhlig

### Corpus development

51. Comhairle remains a key player in corpus development

### Leasachadh corpais

- 'S i a' Chomhairle aon de na prìomh bhuidhnean a tha an sàs ann an leasachadh corpais

### Usage development

52. Extensive and wide-ranging commitments in the 14. workplace
53. Commitments involving provision through arts 15. as well as heritage, tourism and recreation that will increase opportunities for use by wider community

### Leasachadh cleachdaidh

- Bun-dleastanasan leathann, farsaing anns an àite-obrach
- Bun-dleastanasan a' gabhail a-steach solarachadh ann an ealain, dualchas, turasachd agus cur-seachadan a bhios ag àrdachadh cothroman cleachdaidh anns a' choimhearsnachd air fad

### Acquisition development

54. Extensive provisions for Gaelic education in the 16. community, school-based, and targeting adults
55. Excellent efforts to couple GME provision with 17. out-of-school activities involving Gaelic

### Leasachadh togail

- Solarachadh farsaing de dh'fhoghlam Gàidhlig sa choimhearsnachd, sna sgoiltean agus do dh'inbheach
- Sàr oidhirpean gus ceangal a dhèanamh eadar gnìomhan taobh a-muigh na sgoile agus FtG

### Perceptions of developmental impact

- Impact in the areas of corpus, acquisition and usage seems to be substantive
- Impact in status difficult to assess with lack of survey data, but interactions with staff suggest a high value placed on Gaelic and good internal understanding about the need to treat Gaelic equally to English

### Mothachadh de bhuaidh leasachaidh

18. A rèir choltais, buaidh bhrìoghmhor a thaobh corpais, togail agus cleachdaidh
19. Duilich measadh a dhèanamh air leasachadh ann an togail inbhe gun fhiosrachadh bhon t-suirbhidh, ach tha conaltraidhean leis an luchd-obrach a' taisbeanadh inbhe àrd de Ghàidhlig agus tuigse mhath dhen fheum air làimhseachadh co-ionann eadar Gàidhlig is Beurla

### Recommendations to Comhairle nan Eilean Siar

- Website to be made bilingual or to increase amount and accessibility of Gaelic content (including Our Islands Our Future logo)

### Molaidhean dha Comhairle nan Eilean Siar

Consistent use of Gaelic for temporary signage

- Automated phone recordings to be bilingual 1.
- Share bilingual forms as a package to other local authorities 2.
- Increase consistency in advertising and the designation of 'Gaelic desirable' posts 3.
- Consider further opportunities to promote intergenerational usage 4.

20. Làrach-lìn gu bhith dà-chànanach no le meudachadh sa chleachdadh agus sa chothrom air susbaint Ghàidhlig (a' gabhail a-steach an t-suaicheantais *Our Islands our Future*)
- Cleachdadh cunbhalach de Ghàidhlig ann an soidhnichean sealach
- Clàraidhean freagairt fòn gu bhith dà-chànanach
- Co-roinn de dh'fhoirmichean dà-chànanach mar phasgan do dh'ùghdarrasan ionadail eile
- Cur ri cunbhalachd ann an sanasachd is comharrachadh dhreuchdan mar 'Gàidhlig riatanach'
- Beachdachadh air cothroman a bharrachd gus tar-chur thar ghinealaichean a bhrosnachadh

### Recommendations to Bòrd na Gàidhlig

- Consider the relevance of simultaneous translation as a core commitment
- Assist the Comhairle in gathering and sharing a 'case study' of good practice in Gaelic education management

### Molaidhean do Bhòrd na Gàidhlig

- Share language used by Comhairle on job advertisements as a 'good example' of how to demonstrate positive commitment to Gaelic

6. Beachdaichibh air buntainneas de dh'eadar-theangachadh mar-aon mar bhun-dleastanas
7. Thoiribh taic dhan Chomhairle ann a bhith a' cruinneachadh agus a' co-roinn 'sgrùdadh cùise' mar eisimpleir de dheagh chleachdadh ann am manaidsearachd foghlam Gàidhlig
8. Co-roinnibh briathran air an cleachdadh leis a' Chomhairle ann an sanasan obrach mar eisimpleirean de dheagh chleachdadh ann an dealas deimhinneach dhan Ghàidhlig

## Appendix G: Perth and Kinross Council Summary Report

Perth and Kinross Council Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith.

The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping', interview and a survey that included employees and staff.

### Survey

The local authority chose not to circulate a link to our assessment survey.

### Suirbhidh

Thagh an t-ùghdarras ionadail gun cheangal chun an t-suirbhidh a sgaoileadh.

### Secret Shopping

The results of the 'secret shopping' indicated:

9. Good provision of information about Gaelic online, but limited use of the language itself
10. Evidence of an efficient and effective system to treat enquiries in and about Gaelic
11. Sporadic use of Gaelic signage
12. Effective system for customer-facing staff to find and provide relevant information about Gaelic

### Cruinneachadh fiosrachaidh os ìosal

Sheall am fiosrachadh air a chruinneachadh os ìosal:

1. Solar math de dh'fhiosrachadh mun Ghàidhlig air-loidhne, ach gun mòran cleachdadh dhen chànan fhèin
2. Fianais de shiostam èifeachdach, buadhmhor airson iarrtasan sa Ghàidhlig agus mun Ghàidhlig a làimhseachadh
3. Soidhnichean Gàidhlig air uairibh
4. Siostam èifeachdach airson luchd-obrach a dhèiligeas leis a' phoball fiosrachadh a lorg agus a thoirt seachad mun Ghàidhlig

### Interview

An interview by email was provided to the research team by the Gaelic Development Officer. This communicated the officer's extensive knowledge about Gaelic development and the intentional focus of the local authority on usage in the home and educational provision.

### Agallamh

Chaidh agallamh leis an oifigear leasachadh Ghàidhlig a' taisbeanadh fiosrachadh farsaing aig an oifigear mu leasachaidhean Ghàidhlig agus am fòcas sònraichte aig a' chomhairle air cleachdadh san dachaigh agus air solar foghlaim.

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status.

Of the 16 categories of agreed 'measures':

13. 8 received a 'green' categorisation
14. 6 received an 'amber' categorisation
15. 0 received a 'red' categorisation
16. 2 could not be independently assessed or were not applicable

### Dilseachd bhun-dleastanasan

A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dilseachd bhun-dleastanasan aontaichte agus am fèin-aithris a mheasadh.

Dhe na 16 bun-dleastanasan aontaichte, bha:

5. 8 dhiubh 'uaine'
6. 6 dhiubh 'orains'
7. 0 dhiubh 'dearg'
8. 2 nach gabh measadh gu neo-eisimeileach no nach robh buntainneach.

### Tarbhachd nam bun-dleastanasan:

## Productivity of Core Commitments

17. Core Commitments have been generally productive and created a foundation of awareness and use that will support future growth. Commitments that involve community use and education have been particularly productive. There is room for growth in creating a bilingual corporate identity.

9.

Sa bhitheantas bha na bun-dleastanasan soirbheachail ann a bhith a' leagail bunait de mhothachadh is de chleachdadh a bhios a' cumail taic ri fàs san àm ri teachd. Tha na bun-dleastanasan co-cheangailte ri foghlam agus cleachdadh sa choimhearsnachd air a bhith air leth tairbheach. Tha barrachd obair ri dhèanamh ann a bhith a' cruthachadh dearbh-aithne chorporra dà-chànanach.

## Report on Development Areas:

### Status development

18. Consistent provision of Gaelic Awareness sessions to the community to help promote a positive status. More data about public attitudes and uptake for these sessions would be beneficial.

## Aithisg air Raointean Leasachaidh:

### Leasachadh inbhe

10. Solarachadh cunbhalach de sheiseanan mothachadh Gàidhlig anns a' choimhearsnachd gus inbhe dheimhinneach a bhrosnachadh. Bhiodh barrachd dàta mu bheachdan a' phobail agus fèill air na seiseanan seo feumail.

### Corpus development

19. This is not a priority area for the local authority, but it self-reports to have made appropriate steps in this area.

### Leasachadh corpais

11. Chan eil seo na phrìomhachas aig an ùghdarras ionadail, ach a rèir fèin-measaidh tha ceumannan freagarrach air an gabhail anns an raon seo.

### Usage development

20. Good use of social media to advertise a wide range of community-based provisions supporting usage in the home.

### Leasachadh cleachdaidh

12. Cleachdadh math de mheadhanan sòisealta gus toirt am follais sreath de thaic sa choimhearsnachd ri cleachdadh san dachaigh.

### Acquisition development

21. Extensive activity in the area of education (including early years, primary, secondary and adult learning).

### Leasachadh togail

13. Leasachadh farsaing ann an raon an fhoghlaim (a' gabhail a-steach tràth-bliadhnaichean, bun-sgoil, àrd-sgoil agus foghlam fad-beatha).

### Perceptions of developmental impact

22. Support of Gaelic in early years, school and home is strong and has widespread positive impact. There is a need to collect more data about this impact from parents and children.

### Mothachadh air buaidh leasachaidh

14. Tha taic làidir le buaidh fharsaing dheimhinneach ris a' Ghàidhlig mu thràth-bliadhnaichean, sgoiltean agus dachaigh. Tha feum air barrachd dàta bho phàrantan agus clann mun bhuidh seo.

## Recommendations to Perth and Kinross Council

Create a fully bilingual corporate logo and strap-line to be used on a renewal and replace basis and

15. Suaicheantas is iar-fhacal corporra làn-dà-chànanach rin cleachdadh air bhunait ath-nuadhachaidh agus fo gach sreath soidhnidh puist-d.

Increased bilingual signage at council office buildings, libraries and schools with any Gaelic education.

Offer awareness training broadly across council services (explore virtual provision) on (at least) annual basis.

Draw on bilingual materials/forms from other local authorities (e.g. complaints guidance and form).

16. Barrachd shoidhnichean dà-chànanach ann an oifisean na comhairle, leabharlannan is sgoiltean le foghlam Gàidhlig sam bith.
17. Trèanadh mothachaidh a thabhann gu farsaing air feadh seirbheisean na comhairle (dh'fhaodte le solar air-loidhne) gach bliadhna (co-dhiù).

Consider providing Gaelic Development Officer's name online.

Expanded use of Gaelic online.

Collect data on the 'added value' of early years provision.

Tarraing air leithid fhoirmichean dà-chànanach aig ùghdarrasan ionadail eile (m.e. stiùireadh is foirm ghearanan).

Beachdachadh air Oifigear Leasachadh na Gàidhlig ainmeachadh air-loidhne.

20. Cur ri cleachdadh na Gàidhlig air-loidhne.

21. Cruinneachadh dàta air an 'luach a bharrachd' aig solar thràth-bhliadhnaichean.

#### **Recommendations to Bòrd na Gàidhlig**

8. Work with council to address national concerns relating to Gaelic Medium Education.

9. Facilitate the sharing of good practice from Perth and Kinross to other local authorities attempting to implement a Gaelic Language Plan.

10. Work closely with the council to create a bilingual logo and to increase bilingual signage.

22. Obair còmhla ris a' chomhairle air draghan nàiseanta a thaobh Foghlam tron Ghàidhlig.

23. Cuideachadh deagh chleachdadh ann am Peairt is Ceann Rois a sgaoileadh air ùghdarrasan ionadail eile a tha ri cur an gnìomh Plana Cànan Gàidhlig.

24. Dlùth-obair leis a' chomhairle gus suaicheantas dà-chànanach a dhealbh agus gus cur ris na th' ann de shoidhnichean dà-chànanach.

#### **Molaidhean do Bhòrd na Gàidhlig**

## Appendix H: National Galleries of Scotland Summary Report

The National Galleries of Scotland (NGS) Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith. The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Corpus, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, an interview with a senior member of staff, a survey of employees, and using a 'secret shopper' approach, an examination of the NGS website and site visits.

### Survey

A link to a survey was circulated to NGS staff, resulting in a 16% response rate, which allowed some analysis of the views of these respondents.

### Secret Shopping

The results of the 'secret shopping' indicated:

1. No Gaelic on the main webpage (including the logo), and no option to switch languages from English to Gaelic.
2. Gaelic does not appear as its own category within any of the static menus on every page, neither is it mentioned anywhere on the website, nor is it found when inserting the terms 'Gaelic' using the search facility
3. The electronic catalogue is only in English.
4. The Gaelic Language Plan can only be found by clicking a minor link for 'About' and then the link for 'Plans and Policies'.
5. The NGS Facebook page has no mention of Gaelic.
6. There appears to be no tweeting in Gaelic from the NGS twitter account, nor any use of any Gaelic related hashtags.
7. No immediate awareness of who to contact for enquiries regarding Gaelic, but clear willingness to locate someone.
8. Minimal signage in Gaelic even in exhibitions regarding the Jacobites.
9. Awareness in staff of efforts made by NGS to raise profile of Gaelic.

### Interview

An interview was held with a senior member of the policy team who had some responsibility for Gaelic within NGS. They were cognisant of the low level of Gaelic proficiency amongst staff, and of the resultant tendency to see Gaelic related initiatives as from the centre downwards. They outlined the progress in the way in which Gaelic was becoming more mainstreamed but acknowledged that this was still at an early level. A main aim of the GLP was to see Gaelic as 'hardwired' into

### Cruinneachadh fiosrachaidh os ìosal

Bha fiosrachadh os ìosal a' sealltainn:

1. Chan eil Gàidhlig air a' cleachdadh air a' phrìomh dhuilleag (teacs no suaicheantas), agus gun roghainn an cànan atharrachadh gu Gàidhlig.
2. Chan eil a' Ghàidhlig a' nochdadh mar thaghadh fa leth air na clàran-taice air gach duilleag; cha mhotha tha i air a h-ainmeachadh an àite sam bith air an làrach-lìn, no ri lorg tron einnsean-rannsachaidh.
3. Tha an catalog didseatach sa Bheurla a-mhàin. Cha ghabh am Plana Cànan Gàidhlig a lorg ach tro cheangal beag airson 'Mu dheidhinn' agus an uair sin 'Planaichean agus Poileasaidhean'.
4. Chan eil guth air a' Ghàidhlig air duilleag Facebook NGS.
5. Chan eil a' Ghàidhlig no tagaichean hais co-cheangailte ris a' Ghàidhlig gan cleachdadh ann an teachdaireachdan air cunntas NGS Twitter.
6. Gun mhothachadh sa bhad air cò a dhèiligeas ri iarrtasan Gàidhlig, ach làn-deòin cuideigin a lorg.
7. An cleachdadh as ìsle de shoidhnichean Gàidhlig fiù ann an taisbeanaidhean mu na Seumasaich.
8. Mothachadh aig luchd-obrach air oidhirpean aig NGS gus inbhe na Gàidhlig a thogail.

### Agallamh

Chaidh agallamh a chumail le àrd-oifigear san sgioba phoileasaidh aig a bheil uallach na Gàidhlig. Tha mothachadh aca gu bheil ìosal de chomasan Gàidhlig san luchd-obrach, agus mar sin gu bheil am beachd ann gu bheil iomairtean Gàidhlig a' tighinn a-nuas bhon mheadhan. Chaidh a mhìneachadh mar a tha Gàidhlig ga cleachdadh ann an obair làitheil, ged a thathar a' tuigsinn nach eil ann ach toiseach tòiseachaidh fhathast. B' e aon phrìomh amas aig a' Plana gum bi a' Ghàidhlig

NGS processes, something increasingly evidenced in mar phàirt àbhaisteach de dh'obair NGS, rudeigin a tha the monitoring of the Plan's implementation. Some a' fàs nas fhasa ri fhaicinn ann an dearcnachadh air cur processes such as outreach work already featured an gnìomh a' Phlana. Tha Gàidhlig an lùib cuid de Gaelic (particularly in the Highlands and Islands), phròiseasan leithid for-ruigheachd mar-thà (gu however it was felt that resources were a real constraint sònraichte sa Ghàidhealtachd is na h-Eileanan), ach bha in increasing the prominence and importance of Gaelic beachd ann gun robh cion stòrais na bhacadh mòr air in issues such as the catalogue. It was hoped that tuilleadh làthaireachd aig a' Ghàidhlig sa chatalog is eile. modernisation of the website would lead to a higher Bhathar an dòchas gum biodh nuadhachadh na làrach-public prominence of Gaelic in line with GLP lin a' toirt a-steach làthaireachd phoblach na b' àirde a commitments. bhiodh a' freagairt air na bun-dleastanasan.

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains categorisation, the researchers undertook a 'fidelity test' agus uaine', chaidh dilseachd bhun-dleastanasan of the agreed commitments of the organisations, and aontaichte agus am fèin-aithris a mheasadh. their self-reported status.

Of the 16 core commitments:

10. 6 received a 'green' categorisation
11. 10 received an 'amber' categorisation
12. 0 received a 'red' categorisation

In general, the high level of 'amber' categorisations dleastanasan a tha air tòiseachadh ach gun tighinn gu rather than green were because of the high number of ceann as adhbhar dhan àireamh àrd a tha orains. commitments started but still in process.

### Productivity of Core Commitments

Researchers concluded from their investigation:

13. The NGS had taken their commitments very seriously with clear developments in the way issues were assessed and monitored during the period under study.
14. Low level of Gaelic skills amongst staff negatively affect the perception of the possibilities to increase the use of Gaelic.
15. Staff perception as indicated in the survey was that NGS in practice did not treat English and Gaelic equally although almost one in five believed that it was continuing to improve its practice in this area
16. Low level of information about resources available for staff to improve their language skills or what could be done if there was a service request in Gaelic

### Dilseachd bhun-dleastanasan

Dhe na 16 bun-dleastanasan, bha:

9. 6 dhiubh 'uaine'
10. 10 dhiubh 'orains'
11. 0 dhiubh 'dearg'

San fharsaingeachd, 's e na th' ann de bhun-dleastanasan a tha air tòiseachadh ach gun tighinn gu rather than green were because of the high number of ceann as adhbhar dhan àireamh àrd a tha orains.

### Tarbhachd nam bun-dleastanasan:

Tha co-dhùnidhean a' sealltainn:

12. Gun do ghabh NGS ris na bun-dleastanasan aca an dà-rìribh, le leasachaidhean soilleir san dòigh a chaidh cùisean a mheasadh is a dhearcnachadh san ùine fo sgrùdadh.
13. Gun tug gainne sgilean Gàidhlig am measg an luchd-obrach droch bhuaidh air mothachadh air cothroman gus cur ri cleachdadh na Gàidhlig.
14. Gum b' e barail an luchd-obrach nach eil spèis cho-ionann an da-rìribh aig NGS dhan Ghàidhlig is dhan Bheurla ged a bha beachd aig cha mhòr aon às gach còignear gun robh adhartas a' leantainn.
15. Gun robh gainne fiosrachaidh ann air na goireasan airson cur ri sgilean cànan an luchd-obrach no dè ghabhas dhèanamh ma thig iarrtas seirbheis sa Ghàidhlig.

### Aithisg air Raointean Leasachaidh:

#### Leasachadh inbhe

Ged a bha gean aig na stiùirichean, bhiodh e duilich cleachdadh na Gàidhlig a leasachadh agus cothroman cleachdaidh a chruthachadh, gun leasachadh air comasan an luchd-obrach sa chànan.

#### Leasachadh corpais

Ghabhadh piseach a thoirt air an raon seo. Chan eil ach am facal *Fàilte* air bùird dhidseatach, agus beagan aithne air a' chànan, chan eil sgeul air obair air a dhèanamh anns an raon seo. Chan eil a' Ghàidhlig ga cleachdadh an-dràsta air an làrach-lìn no air an làraich Facebook a tha na lùib.

### Report on Development Areas:

#### Status development

While there is goodwill from management, until a higher level of Gaelic competence is achieved amongst the staff, it will be difficult to develop and create opportunities for the greater use of Gaelic.

#### Corpus development

This is an area which could see improvement. Apart from the use of *Fàilte* on digital welcome boards, and



some acknowledgement of the language, there is little or no work undertaken in this area. At present there appears to be no use of Gaelic on the Web site, or indeed linked Facebook site.

### Usage development

The management has a positive and flexible attitude to those staff who wish to learn more of the language and to become speakers. Whether there is an active offer to staff to learn Gaelic is not clear however, and it may be the case that a rather passive approach is still being taken in this area. The question of a low level of confidence to use Gaelic by those with some knowledge of it may be linked to this.

### Acquisition development

There is a commitment to enabling staff to learn the Gaelic in the NGS and the subject areas its operation covers. Whether more encouragement to take part in Gaelic awareness days might be a possible way forward should be considered.

### Perceptions of developmental impact

It would appear that the work of the organisation is still in the early stages in terms of making the impact that they seek to do. Some of the issues may have arisen however from the novelty of setting out a plan for the first time, and may hopefully be overcome with the second plan being more closely aligned to how the NGS operates in practice.

### Recommendations to National Galleries of Scotland

17. Consideration of a new survey of staff to ascertain their wishes in relation to Gaelic language proficiency, with a more 'active offer' to staff of possibilities for language learning
18. Consideration of a higher presence given to further rounds of 'Gaelic awareness' events linked to the existing and future potential of Gaelic artefacts within NGS
19. Urgent consideration be given to achieving the increased presence of Gaelic on the Website and in signage in general
20. Consideration be given to further cataloguing of existing artefacts in terms of their Gaelic connection
21. Further encouragement to be given to 'outreach' workers to continue their efforts to use Gaelic where appropriate in areas of higher density of Gaelic speakers, or where the exhibitions featured relevant Gaelic content
22. Further work to be undertaken with Gaelic stakeholders and Scotland's wider Gaelic community to ascertain how closely the work of

### Leasachadh cleachdaidh

Tha beachdan sùbailte, deimhinneach aig na stiùirichean a thaobh leasachadh eòlas is sgilean cànan air luchd-obrach. Chan eil e soilleir ge-tà a bheil tairgse fhor-ghnìomhach ann, agus dh'fhaodte nach eil

leasachadh air a bhrosnachadh fhathast. Dh'fhaodte gu bheil a' ghainne misneachd aig an luchd-obrach aig a bheil dad a Ghàidhlig an cànan a chleachdadh an co-cheangal ri seo.

### Leasachadh togail

Tha bun-dleastanas ann gus cothroman ionnsachaidh a thoirt dhan luchd-obrach agus gus mothachaidh air an àite a dh'fhaodadh a bhith aig a' Ghàidhlig am broinn obair NGS a thogail. Bu chòir beachdachadh air com-pàirt ann an làithean mothachadh Gàidhlig a bhrosnachadh.

### Mothachadh de bhuaidh leasachaidh

Tha e coltach gu bheil am buidheann aig toiseach tòiseachaidh san adhartas a tha iad airson dèanamh. Dh'fhaodte gun do dh'èirich cuid dhe na cùisean air sgàth 's gur e seo a' chiad phlana a th' ann, agus gum bi cothrom aig NGS barrachd buaidhe fhaighinn leis an dàrna plana, ma bhios e a' leantainn nas dlùithe ris an dòigh-obrach fhìrinneach aig NGS.

### Molaidhean do

#### Ghailearaidhean Nàiseanta na h-Alba

1. Sùil air suirbhidh ùr luchd-obrach air miann airson comas sa Ghàidhlig, le barrachd de thairgse fhor-ghnìomhach dhan luchd-obrach airson cothroman ionnsachaidh a' chànain

Sùil air làthaireachd nas motha a thoirt do thachartasan 'mothachaidh Gàidhlig', le ceangal ris a' cheangal a th' ann agus a dh'fhaodadh a bhith ann airson nithean Gàidhlig ann an NGS

Sùil dheatamach air a bhith a' cur ri làthaireachd na Gàidhlig air an làrach-lìn agus air soidhnichean san fharsaingeachd

Sùil air tuilleadh catalogadh nithean le feart ga toirt dha na ceanglaichean Gàidhlig aca

Sùil a bharrachd a thoirt air cleachdadh na Gàidhlig le luchd-obrach for-ruigeachd far a bheil dùmhlaich de luchd-labhairt na Gàidhlig no far a bheil susbaint thaisbeanaidhean a' buntainn ris a' Ghàidhlig

Tuilleadh obrach le luchd-ùidhe na Gàidhlig is le coimhearsnachd nàiseanta na Gàidhlig gus am beachdan fhaighinn air cho math 's a tha obair NGS a' freagairt air na tha iad an dùil ris bhon bhuidheann.

### Molaidhean do Bhòrd na Gàidhlig

the NGS links to their hopes for the institution<sup>7</sup>.  
and what they wish from it.

### **Recommendations to Bòrd na Gàidhlig**

23. Support and advice be given to NGS in their strategy of shifting the emphasis of work on Gaelic being<sup>8</sup>.  
'from the centre' to being 'owned' by staff in general
24. Support and advice be given to NGS regarding a more 'active offer' in relation to staff language learning, and in providing 'Gaelic awareness'<sup>9</sup>.  
events
25. Continued support to be given to the NGS, and thought be given as to whether the existing framework of the Gaelic Language Plan is sufficiently flexible to dovetail to the on-going developmental activities of the NGS.

Taic agus comhairle do NGS san ro-innleachd aca gus cuideam air obair Ghàidhlig a chur bho bhith 'bhon mheadhan' dhan luchd-obrach san fharsaingeachd a bhith a' gabhail 'seilbh' oirre.

Taic agus comhairle do NGS mu 'thairgse ro-ghnìomhachd' a thaobh trèanadh luchd-obrach agus mu bhith a' toirt seachad tachartasan 'mothachadh Gàidhlig'

Taic leantainnich do NGS, agus sùil a bheil frèam a' Phlana Chànain Ghàidhlig sùbailte gu leòr airson a dhol an eagaibh nan gnìomhan leasachail a tha a' dol aig NGS.

## Appendix I: National Library of Scotland Summary Report

The National Library of Scotland Gaelic Language Plan Chaidh plana cànan Leabharlann Nàiseanta na h-Alba was analysed by a group of impartial researchers from sgrùdadh le buidhnean neo-chlaon de luchd-UWS, GCU, Heriot Watt and laith. rannsachaidh UWS, GCU, Heriot Watt agus laith.

The GLP was textually analysed to list all core Chaidh teacs PCG a sgrùdadh agus liosta de bhun-commitments and targets set in the areas of Statusdleastanasan agus targaidean a thaobh togail, inbhe, Corpus, Acquisition and Usage. corpas agus cleachdadh cànan a dhèanamh.

Fidelity assessments then took place of these Chaidh measadh dilseachd a dhèanamh de bhun-commitments/targets using FOI requests, 'secret dleastanasan agus targaidean tro iarrtasan saorsa shopping', interviews and an attempted survey of fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, employees and service users. agallamh agus suirbhidh luchd-obrach.

### Survey

### Suirbhidh

An invitation to circulate a survey to employees and Cha d' fhuair cothrom air suirbhidh luchd-obrach service users resulted in no returns and so it has not freagairt agus mar sin cha ghabh beachdan agus been possible to take a wider range of experiences and mothachadh farsaing a chleachdadh ann am measadh opinions into account when composing this GLP a' phlana cànan seo. assessment.

### Secret Shopping

### Cruinneachadh fiosrachaidh os ìosal

The results of the 'secret shopping' indicated in terms of Bha am fiosrachadh air a chruinneachadh os ìosal a' their website: sealltainn a thaobh na làraich-lìn:

- |                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. No Gaelic on the main webpage other than the logo, and no option to switch languages from English to Gaelic.                                                                                           | 2. Chan eil a' Ghàidhlig ga cleachdadh air a' phrìomh dhuilleag ach san t-suaicheantas, agus cha robh taghadh cànan ann.                                                                                                              |
| 11. Gaelic does not appear as its own category within any of the static menus on every page, however it is mentioned across the website.                                                                   | 3. Chan eil roinn aig a' Ghàidhlig anns a' chlàr-iùil aig duilleag sam bith, ged a tha i ga h-ainmeachadh air feadh an làrach-lìn.                                                                                                    |
| 12. The Digital Gallery has links to different collections of Gaelic books, however the description is in English with no option to switch languages.                                                      | 4. Tha ceanglaichean sa Ghailearaidh Dhidseatach gu cruinneachaidhean leabhraichean Gàidhlig, ach le tuairisgeulan Beurla gun roghainn na cànanan atharrachadh                                                                        |
| 13. Within the Moving Image category Gaelic does not appear as its own category, however a search finds numerous Gaelic related videos.                                                                    | 5. San roinn Ìomhaighean Gluasaid chan eil roinn Ghàidhlig ann, ged a tha iomadh film ann co-cheangailte ris a' Ghàidhlig.                                                                                                            |
| 14. The Learning Zone homepage is in both Gaelic and English with Gaelic appearing first, and more prominently than English on the homepage for the Gaelic Bards                                           | 6. Tha a' phrìomh dhuilleag den Roinn Ionnsachaidh dà-chànanach, leis a' Ghàidhlig os cionn agus nas fhollaisiche na Beurla ann am prìomh dhuilleag nam Bàrd Gàidhlig                                                                 |
| 15. The main page of the Library's catalogue has the option to view and browse in Gaelic which appears prominently as one of the catalogue features. The search facility also features Gaelic prominently. | 7. Tha cothrom ann Gàidhlig a chleachdadh ann am prìomh dhuilleag de roinn na Leabharlainn, a tha ga ainmeachadh mar aon de na prìomh fheartan den chatalog. Tha a' Ghàidhlig ga nochdadh gu foillseachadh san einnsean-rannsachaidh. |
| 16. The Twitter account features tweets and retweets in Gaelic and the use of various Gaelic hashtags.                                                                                                     | 8. Tha a' Ghàidhlig ga cleachdadh air Twitter ann                                                                                                                                                                                     |
| 17. The library Facebook page posts information on Gaelic with some Gaelic translation.                                                                                                                    | an teachdaireachdan agus tro thagaichean hais Gàidhlig.                                                                                                                                                                               |

- |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>18. The quarterly magazine mentions Gaelic in almost every issue, however only one Gaelic translation was found.</p> <p>19. A personal response in Gaelic within 3 days to a Gaelic e-mail enquiry.</p> <p>20. A telephone call in Gaelic was answered in English, and dealt with in English, with no offer to transfer the call to a Gaelic speaker.</p> | <p>10. Tha a' Ghàidhlig ga ainmeachadh san iris ràitheil, ged nach do lorgadh ach aon phios a chaidh eadar-theangachadh don Ghàidhlig.</p> <p>11. Freagairt phearsanta am broinn 3 làithean do cheist sa Ghàidhlig tro shiostam puist-dealain.</p> <p>12. Fhuair còmhraidh Gàidhlig air an fhòn freagairt sa Bheurla gun tairgse am fòn a chur do neach-obrach aig a bheil a' Ghàidhlig.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Interview

Interviews with four representatives of the organisation were held. Respondents were unanimous in their perception of a supportive attitude toward Gaelic and reported there was substantive support for learning the language and learning about the language through work. They observed that Gaelic had previously been 'retrofitted' in work environments (real and online), but that there were increasingly consistent efforts to incorporate Gaelic from inception. They noted that awareness of how to treat Gaelic in work matters was often related to individuals' personal interest, but also regarded the GLP to have had substantive impact on the equal treatment of Gaelic alongside English.

## Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status. The organisation had created their own set of commitments that did not map precisely onto those recommended by the Bòrd in their GLP guidance, but our assessment team was able to identify 28 commitments.

Of the 28 agreed commitments:

- |     |                                      |
|-----|--------------------------------------|
| 21. | 21 received a 'green' categorisation |
| 22. | 2 received an 'amber' categorisation |
| 23. | 1 received a 'red' categorisation    |

## Productivity of Core Commitments

Researchers concluded from their investigation:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <p>24. The National Library had taken their commitments very seriously and these were in no way a 'tick box exercise'</p> <p>25. It was clear staff appreciated the work undertaken by management towards increasing the prestige and standing of the language.</p> <p>26. There seemed a serious and positive consideration of how future societal change might impact on current and future perceptions of the language.</p> <p>27. While some 'retro-fitting' of Gaelic into existing practice had taken place there was also evidence of 'future proofing' strategy to encompass further development.</p> | <p>16.</p> <p>1.</p> <p>2.</p> <p>3.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

## Agallamh

Chaidh agallamh a chumail le ceathrar riochdairean den bhuidheann. Chaidh aontachadh leis an luchd-freagairt gu bheil am buidheann taiceil dhan chànan agus gu bheil taic bhrìghmhor ann airson ionnsachadh a' chàin agus mun chànan tro obair. Chaidh innse gum b' àbhaist don Ghàidhlig a bhith air a cur ris an àrainneachd (fior agus air-loidhne) às dèidh làimhe, ach gu bheil fìor oidhirp ann a-nis gus a' Ghàidhlig a chleachdadh bhon toiseach. Chaidh innse cuideachd gu bheil cleachdadh Gàidhlig co-cheangailte ri ùidh phearsanta an neach-obrach, ach cuideachd gu bheil am plana càin air buaidh a thoirt air co-ionannachd ann an làimhseachadh na Gàidhlig agus na Beurla.

## Dilseachd bhun-dleastanasan

A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dilseachd bhun-dleastanasan agus am fèin-aithris a mheasadh. Chaidh bun-dleastanasan a chomharrachadh leis a' bhuidheann fhèin nach eil a' leantainn molaidhean a' Bhùird ann an stiùireadh nam planaichean càin, ach chaidh 28 bun-dleastanasan a chomharrachadh leis an sgioba rannsachaidh.

Chaidh 28 bun-dleastanasan aithneachadh:

- |     |                   |
|-----|-------------------|
| 13. | 21 dhiubh 'uaine' |
| 14. | 2 dhiubh 'orains' |
| 15. | 1 dhiubh 'dearg'  |

## Cinneasachd bhun-dleastanasan:

B' e co-dhùnadh an luchd-rannsachaidh:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Gu bheil oidhirp mhòr air a bhith aig Leabharlann Nàiseanta na h-Alba gus na bun-dleastanasan aca a choileanadh, is an oidhirp seo an da-rìribh.</p> <p>Gu bheil an luchd-obrach air luach a chur ann an obair an sgioba manaidsearachd ann an àrdachadh inbhe agus cor a' chàin.</p> <p>Gum bi am buidheann a' beachdachadh air buaidh nan atharrachaidhean soisealta air faireachdainn a thaobh a' chàin an-dràsta agus san àm ri teachd.</p> <p>Ged a tha a' Ghàidhlig air a fighe a-steach às dèidh làimhe uaireannan, bha fianais ann gu</p> | <p>1.</p> <p>2.</p> <p>3.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|

bheil an innleachd a' gabhail a-steach na tha ri teachd mar chothrom air leasachadh ùr.

## Report on Development Areas:

### Status development

Evidence of commitment to raise the status of the language within the constraints of resource availability.

A clear commitment at the highest level to treat Gaelic with the respect that it should be afforded within a National Library.

### Corpus development

The creation of a Gaelic Wikipedia and a Gaelic Wikipedian in Residence was seen as groundbreaking in this area and should be highly commended.

The introduction of a Gaelic interface to the library catalogue was again groundbreaking and also to be highly commended.

### Usage development

There existed clear and positive attempts to enable staff to improve their knowledge of Gaelic through Gaelic Awareness Days and Gaelic Language Training.

Although there was clear evidence of some increased proficiency in Gaelic amongst certain staff, moving from a 'paper' qualification to real conversational fluency still remains a challenge.

### Acquisition development

Although some evidence of acquisition development exists, low current demand from visitors for fluency from staff may militate against the perception held by staff of the importance of greater acquisition.

### Perceptions of developmental impact

It would appear that the work of the organisation and the demands of the GLP are helping to place Gaelic in a more prominent position within the Library's activities.

There is a wish for more flexibility in dovetailing the framework of the GLP against the day to day activity of the Library.

### Recommendations to National Library of Scotland

1. Consideration of a higher presence of Gaelic in the Library magazine *Discovery*
2. Further encouragement to be given to staff in terms of Gaelic proficiency to help transform academic proficiency into more fluent conversational level Gaelic
3. A consideration of an up-to date audit of staff Gaelic capabilities and wishes in terms of acquisition would be welcome

### Aithisg air roinntean leasachaidh:

#### Leasachadh inbhe

Tha fianais ann de bhun-dleasan agus inbhe a' chàin a thogail taobh a-staigh cuingealachd ghoireasan.

Tha gealltanais aig an ìre as àirde gum bu choir spèis àrd a bhith ann don Ghàidhlig ann an Leabharlann Nàiseanta na h-Alba.

#### Leasachadh corpais

'S ann ùr-ghnàthach a tha cruthachadh duilleagan Wikipedia agus fastadh neach-obrach pròiseact Wikipedia, agus bu choir am buidheann a bhith air a mholadh gu mòr airson a' phròiseict seo.

Tha cleachdadh na Gàidhlig ann an eadar-aghaidh na Leabharlainn ùr-ghnàthach agus a-rithist bu choir am buidheann a mholadh gu mòr air a shon.

#### Leasachadh cleachdaidh

Tha oidhirp dheimhinneach air a bhith ann gus sgilean an luchd-obrach a thaobh a' chàin a thoirt air adhart tro làithean Gàidhlig agus tro chùrsaichean Gàidhlig.

Ged a tha fianais ann gu bheil cuid de luchd-obrach a' fàs nas fheanta sa chàin, tha dùbhlann ann fhathast na sgilean seo a thoirt air adhart gu ìre cheart conaltraidh.

#### Leasachadh togail

Ged a tha beagan fianais air leasachadh togail ann, dh'fhaodte gu bheil an t-iarrrtas ìosal bho luchd-tadhail airson feumalachd a' toirt bhon mheas aig an luchd-obrach air sgilean àrd sa chàin.

#### Mothachadh de bhuidh leasachaidh

Tha e coltach gu bheil obair a' bhuidhinn agus feumalachdan a' phlana càin a' cur ri inbhe na Gàidhlig ann an obair na Leabharlainn.

Tha togradh ann airson barrachd sùbailteachd ann am frèam a' phlana càin gus am bi e freagarrach airson obair làitheil na Leabharlainn.

### Molaidhean do Leabharlann Nàiseanta na h-Alba

Beachdachadh air barrachd Gàidhlig ann an iris na Leabharlainn *Discovery*

Barrachd brosnachaidh a thoirt dhan luchd-obrach gus sgilean càin acadaimigeach a thoirt gu ìre de dh'fheumalachd nas àirde ann an còmhraidh

4. The positive work undertaken in the 'mini-6. conferences' should be continued and developed with the results fed into future strategy
5. Further work to be undertaken with Gaelic stakeholders and Scotland's wider Gaelic community to ascertain how closely the work of the Library links to their hopes for the institution and what they wish from it

#### **Recommendations to Bòrd na Gàidhlig**

6. Continued support to be given to the Library and thought be given as to whether the existing framework of the GLP is sufficiently flexible to dovetail to the ongoing developmental activities of the Library.
1. Consideration to be given of reminding recipients of Bòrd resources that if they produced Gaelic materials or websites, then these should be lodged with the NLS

Beachdachadh air sgrùdadh ùr de sgilean cànan agus de mhiann gus an cànan ionnsachadh aig an luchd-obrach

7. Cumail ris an obair shoirbheachail ann an co-labhairtean beaga agus a' cur riutha, leis na toraidhean gan cleachdadh ann an ro-innleachdan ri teachd
8. Barrachd conaltraidh le luchd-ùidhe Gàidhlig agus coimhearsnachd na Gàidhlig gus beachdan fhaighinn air ceanglaichean eadar iarrtasan na coimhearsnachd agus obair na Leabharlainn fhèin

#### **Molaidhean dha Bòrd na Gàidhlig**

Cumail ris an taic dhan Leabharlann agus a' beachdachadh a bheil am frèam plana cànan a th' ann sùbailte gu leòr gus gabhail a-steach obair leasachaidh na Leabharlainn.

Beachdachadh air cur ann an cuimhne luchd-trusaidh ghoireasan a' Bhùird gum bu chòir dhaibh a bhith air an cur a-steach do Leabharlann Nàiseanta na h-Alba

## Appendix J: NHS Western Isles Summary Report

The Western Isles Health Board Gaelic Language Plan Chaidh plana cànan Bòrd Slàinte nan Eileanan Siar a was analysed by a group of impartial researchers from sgrùdadh le buidhnean neo-eisimeileach de luchd-UWS, GCU, Heriot Watt, and laith. rannsachaidh bho UWS, GCU, Heriot Watt agus laith.

The GLP was textually analysed to list all core Chaidh teacs PCG a sgrùdadh agus liosta de bhun-commitments and targets set in the areas of Statusdleastanasan agus targaidean a thaobh togail, inbhe, Corpus, Acquisition and Usage. corpas agus cleachdadh cànan a dhèanamh.

Fidelity assessments then took place of these Chaidh measadh dìlseachd a dhèanamh de bhun-commitments/targets using FOI requests, 'secretdleastanasan agus targaidean tro iarrtasan saorsa shopping', interviews and a large scale survey of fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, employees. agallamhan agus suirbhidh mòr de luchd-obrach.

### Suirbhidh

#### Survey

A low level of response was received to the survey. Points noted by respondents included:

Cha d' fhuair ach glè bheag de fhreagairtean bhon t-suirbhidh. Bha puingeann a leanas gan togail leis an luchd-freagairt:

11. Although 47% had some remit for Gaelic, only 15% had received guidance on this. Nevertheless 58% knew what to do if they received an enquiry from a Gaelic speaker.
12. Up to 25% of respondents were aware of a range of Gaelic resources available to them.
13. In terms of the use of Gaelic in interactive situations, this varied, with up to 27% using it predominantly with colleagues, and 19% in face-to-face conversations with the public. The use of Gaelic in other forms of interaction was much lower.
14. Perceptions of the core commitments to Gaelic varied, with the highest perception of its (bilingual) use being 41% on stationery.
15. The most positive perception of the organisation's approach to Gaelic was that 43% believed there was adequate publicity to Gaelic services.

Ged a bha raon-dleistanais Gàidhlig aig 47%, fhuair 15% a-mhàin stiùireadh a thaobh seo. Ach bha 58% dhaibh eòlach air stiùireadh a thaobh freagairt cheistean bho luchd-labhairt.

Bha eòlas a thaobh ghoireasan aig 25% de luchd-freagairt.

A thaobh cleachdadh Gàidhlig ann an suidheachadh eadar-obrachail, bha 27% ga cleachdadh le co-obrachaidhean agus 19% ann an conaltradhean aghaidh-ri-aghaidh leis a' mhòr-shluaigh. Bha cleachdadh na Gàidhlig ann an dòighean conaltradh eadar-dhealaichte nas ìsle.

Bha mothachadh a thaobh bun-dleistanasan mùiteach, leis a' mhothachadh as àirde, 41%, a thaobh a cleachdadh (ann an dòigh dà-chànanach) air stàiseanaireachd.

'S e sanasachd sheirbheisean Gàidhlig am mothachadh as deimhinne a th' aig a' bhuidheann ann an dèiligeadh ris a' chànan.

### Cruinneachadh fiosrachaidh os ìosal

#### Secret Shopping

The results of the 'secret shopping' indicated in terms of the website:

Chaidh fiosrachadh a chruinneachadh os ìosal a thaobh na làraich-lìn:

1. Minimal use of Gaelic.
2. A useful Gaelic healthcare signage database – found only via the search engine however.
3. Broken or incorrect links to Gaelic resources.

6. Cleachdadh ìosal na Gàidhlig.
7. Stòr-dàta Gàidhlig de bhriathrachas slàinte feumail rim faotainn tro einnsean-luirg a-mhàin.
1. Ceanglaichean briste no ceàrr do ghoireasan Gàidhlig.

In terms of site signage, a visit indicated:

A thaobh tadhail, gun robh:

- |    |                                                                                              |    |                                                                                        |
|----|----------------------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------------|
| 4. | A mixture of monolingual English/ bilingual signage, the majority being monolingual English. | 2. | A' mhòr-chuid de shoidhnichean aon-chànanach sa Bheurla agus cuid dhiubh dà-chànanach. |
| 5. | Health information posters and leaflets exclusively in English.                              | 3. | Postairean agus bileagan fiosrachadh slàinte sa Bheurla a-mhàin.                       |

Enquiries in Gaelic to representatives of the Health Board found: Ceistean sa Ghàidhlig dha riochdaire den Bhòrd Shlàinte a' taisbeanadh:

- |    |                                                                                                                       |    |                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------|
| 6. | Apparent non-comprehension by the receptionist to a simple request in Gaelic.                                         | 1. | Gun robh e coltach nach robh an neach-fàilte a' tuigsinn ceist shimplidh sa chànan.                     |
| 7. | No response to a letter nor to an email sent in Gaelic requesting information regarding services for Gaelic speakers. | 2. | Cha d' fhuair e freagairt ri litir agus post-d sa Ghàidhlig airson fiosrachadh sheirbheisean fhaighinn. |

An interview with the organisation's Diversity lead was held where the view of the organisation on progress with the implementation of the GLP was given. Chaidh agallamh a chumail le ceannard roinn iomadachd gus adhartas de phlana a chur gu buil.

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test' of the agreed commitments of the organisations, and their self-reported status. Dilseachd bhun-dleastanasan A cleachdadh seòrsachadh solais-trafaig dearg, orains agus uaine chaidh dilseachd bun-dleastanasan agus am fèin-aithris a mheasadh.

Of the 15 categories of agreed core commitments: Chaidh 15 bun-dleastanasan aithneachadh:

- |     |                                       |    |                  |
|-----|---------------------------------------|----|------------------|
| 8.  | 4 received a 'green' categorisation.  | 1. | 4 dhiubh uaine.  |
| 9.  | 7 received an 'amber' categorisation. | 2. | 7 dhiubh orains. |
| 10. | 4 received a 'red' categorisation.    | 3. | 4 dhiubh dearg.  |

### Productivity of Core Commitments

Researchers concluded from their investigation:

### Cinneasachd bhun-dleastanasan

Ràinig an luchd-rannsachaidh gu co-dhùnadh:

- |     |                                                                                                                                                                                                                      |    |                                                                                                                                                                                                                                                 |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | Evidence of common usage of Gaelic across many environments and support for Gaelic speakers to use the language, however minimal evidence of Gaelic learners being encouraged to deepen their use of Gaelic at work. | 1. | Gun robh fianais ann gu bheil a' Ghàidhlig ga cleachdadh ann an iomadh roinn agus gu bheil taic ann airson a cleachdadh ach le fianais as lugha gu bheil brosnachadh ann airson luchd-ionnsachaidh an sgilean cànan a leasachadh san obair aca. |
| 12. | Limited use of the potential of IT-supported Gaelic services due to broken weblinks and lack of commitment by senior management.                                                                                     | 2. | Gur ann iosal a tha cleachdadh ghoireasan TFC air sgàth ceanglaichean làrach-lìn briste agus dìth dealas àrd-sgioba stiùiridh.                                                                                                                  |
| 1.  | The need for more 'buy-in' from key powerbrokers.                                                                                                                                                                    | 3. | Gum feum barrachd taic fhaighinn bho stiùirichean.                                                                                                                                                                                              |

### Report on Development Areas:

#### Status development

#### Aithisg air roinntean leasachaidh:

Evidence of frustration at lack of support from executive level within the organisation. Leasachadh inbhe

Fianais de mhilleadh dùil de dhìth taic bho ìre stiùiridh a' bhuidhinn.



The language is used in an informal and natural way by many staff, which is in contrast to an apparent reluctance to promote or resource Gaelic.

### Corpus development

The translation of materials into Gaelic has extended the quantity of published materials for the language, thus developing the lexis.

A ground-breaking searchable database of Gaelic translations of healthcare terminology has been created. This should be of significant benefit for NHS use nationally.

### Usage development

There is some passive extension of Gaelic signage, etc., and the language is used in an informal and natural way by many staff, which is in contrast to an apparent reluctance to promote or resource Gaelic use at higher levels within the organisation (in contrast to pro-active examples from Wales).

Some very positive evidence of Gaelic entertainment nights including cèilidhs for the benefits of patients and families and specific activities with dementia patients was noted.

### Acquisition development

Some success was noted with raising the profile of Gaelic amongst speakers and others with some uptake in Ùlpan courses. Evidence of how this converts into usage should be explored through an update to the audit and how effective this particular training was in raising capacity and willingness to use Gaelic in the work environment.

### Perceptions of developmental impact

Though clear efforts have been made to raise the internal and external status of Gaelic, these seem constrained by lack of appreciation of benefits and responsibilities by the executive.

Initiatives have been taken around web-based materials but there are problems of access with regard to these, preventing use to their full potential.

Investment in signage, web-based facilities and staff has led to limited conversion into enhanced usage.

Following the initial audit of Gaelic ability, there is evidence of some learning and training in the language.

### Recommendations to NHS Western Isles

### Leasachadh corpais

### Leasachadh cleachdaidh

Tha sìneadh neo-ghnìomhach de shoidhnichean Gàidhlig, an dòigh sa bheil an cànan ga chleachdadh gu nàdarra le iomadh luchd-obrach, a tha na co-bhuidhinn (eadar-dhealaichte bho eisimpleir às gaoidh na Cuimrigh).

Fianais dheimhinneach de dh'oidhcheannan fèisteis, a' gabhail a-steach cèilidhean airson euslaintich agus an teaghlach, agus tachartasan sònraichte airson euslaintich le seargadh-inntinne.

### Leasachadh togail

Tha soirbheachas ann a thaobh togail inbhe am measg luchd-labhairt agus eile, le cuid an sàs ann an cùrsaichean Ùlpan. Bhiodh e math fianais fhaighinn tro mhodh-sgrùdaidh a thaobh buaidh trèanadh ann an togail comasan agus deòntas Gàidhlig a chleachdadh ann an àite obrach.

### Mothachadh de buaidh leasachaidh

Ged a bha oidhirpean air a bhith ann gus inbhe na Gàidhlig a thogail, tha na h-oidhirpean seo cuingealaichte le dìth tuigse de bhuannachdan agus dleastanasan stiùireachais.

Bha iomairtean air an cur air chois stèidhichte air goireasan air-loidhne ach tha trioblaidean inntrigidh nan lùib, agus gu ruige seo cha ghabh iad cleachdadh gu slàn.

In-ionmhas ann an soidhnichean, goireasan air-loidhne agus luchd-obrach a' ciallachadh leasachadh beag ann an cleachdadh.

Às dèidh modh-sgrùdaidh chomasan Gàidhlig tha fianais ann de dh'ionnsachadh agus trèanadh sa chànan.

### Molaidhean dha SNS nan Eileanan Siar

- |                                                                                      |                                                                                           |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 2. Further support needed to realise full value for money from existing investments. | 1. Taic a bharrachd a dhìth gus luach an airgid fhaighinn airson in-ionmhas gu ruige seo. |
| 3. All internal/ external weblinks to be checked and made operational.               | 2. Dearbhachadh de cheanglaichean làrach-lìn gus dèanamh cinnteach gu bheil iad ag obair. |
| 4. Staff to be encouraged to adopt the 'active offer' of Gaelic.                     | 3. Brosnachadh dha luchd-obrach gus a' Ghàidhlig a thabhann gu gnìomhach.                 |
| 5. IT and email bilingual signatures to be promoted and facilitated.                 | 4. Brosnachadh agus taic airson ainmean sgrìobhte didseatach agus puist-d.                |
| 6. Gaelic to be actively considered as 'desirable' for all vacancies.                | 5. Sgilean Gàidhlig gam breithneachadh miannach airson a h-uile obrach-bàn.               |
| 7. An up-to-date audit of staff Gaelic capabilities to be undertaken.                | 6. Modh-sgrùdaidh ùr de sgilean Gàidhlig aig an luchd-obrach.                             |

#### **Recommendations to Bòrd na Gàidhlig**

8. Executive of NHS Western Isles to be encouraged to fulfil their commitments.
9. Bòrd to consider evaluating the longer term outcomes of investments already made, and how to incentivise further investments.
10. Bòrd to consider research into Welsh pro-active 'More than Just Words' approach.
11. Bòrd to consider how robustly language plan targets are reviewed, revised internally and monitored on ongoing basis

#### **Molaidhean dha Bòrd na Gàidhlig**

1. Brosnachadh dha stiùiriche SNS nan Eileanan Siar gus an dleastanas a choileanadh.
2. Beachdachadh air sgrùdadh thoraidhean san fhad-ùine de dh'in-ionmhas gu ruige seo agus dòighean gus in-ionmhas a bhrosnachadh.
3. Sgrùdadh air sgeama "More than just words" a tha air a chleachdadh anns a' Chuimrigh.
4. Beachdachadh air dè cho làidir 's bu chòir ath-sgrùdadh targaidean phlanaichean cànan a sgrùdadh, ath-sgrìobhadh agus sùil a chumail air adhartais ann an dòigh leantainneach

## Appendix K: NHS Highland Summary Report

NHS Highland's Gaelic Language Plan was analysed by Chaidh Plana Cànan Ghàidhlig NHS na Gàidhealtachd a group of impartial researchers from UWS, GCU, Heriot'sgrùdadh le luchd-rannsachaidh neo-thaobhach bho Watt, and laith. UWS, GCU, Heriot Watt agus laith.

The GLP was textually analysed to list all coreChaidh teacs PCG a sgrùdadh agus liosta de bhun-commitments and targets set in the areas of Status,dleastanasan agus targaidean a thaobh togail, inbhe, Corpus, Acquisition and Usage. corpais agus cleachdadh cànan a dhèanamh.

Fidelity assessments then took place of theseChaidh measadh dìlseachd a dhèanamh air bun-commitments/targets using Fol requests, 'secret'dleastanasan is targaidean tro iarrtasan saorsa shopping' and interview. fiosrachaidh, iarrtasan os ìosal agus agallamhan.

### Survey

### Suirbhidh

A survey was not undertaken for this report as NHSCha deach suirbhidh a dhèanamh airson na h-aithisg Highland had recently conducted their own internalseo oir chaidh suirbhidh a dhèanamh o chionn goirid le survey on the topic. NHS Highland shared their dataNHS na Gàidhealtachd fhèin mar phàirt dhen fhèin-with the assessment team in the preparation of thissgrùdadh aca. Bha am fiosrachadh air a roinn leis an report. sgioba rannsachaidh airson na h-aithisg seo.

### Secret Shopping

### Cruinneachadh fiosrachaidh os ìosal

The results of the 'secret shopping' indicated:

Bha fiosrachadh os ìosal a' sealltainn:

5. Website is not bilingual in any way
6. Correspondence about Gaelic was poorly handled
7. Social media rarely uses Gaelic
8. Some signage in Gaelic and willingness of reception staff to 'treat' Gaelic enquiries properly, but lack of knowledge about how to do so
9. Telephone interactions demonstrate willingness to 'treat' Gaelic enquiries properly, but lack of knowledge about how to do so

1. Nach eil an làrach-lìn dà-chànanach idir
2. Gun robh ceistean sgriobhte mun a' Ghàidhlig air an droch làimhseachadh
3. Nach cleachdar Gàidhlig sna na meadhanan sòisealta ach am fìor chorra uair
4. Gu bheil beagan Gàidhlig sna soidhnichean agus gu bheil an luchd-fàilteachaidh deònach dèiligeadh gu ceart ri iarrtasan Gàidhlig, ach gun fhios ciamar a nithear sin
5. Gu bheil conaltradh fòn a' dearbhadh gu bheil deòin ann dèiligeadh gu ceart ri iarrtasan Gàidhlig, ach gun fhios ciamar a nithear sin

### Interview

### Agallamh

An interview was held with the new 'named lead' for the Chaidh agallamh a chumail leis an 'neach ainmichte' aig Gaelic Language Plan. The representative was helpful a' Phlana Ghàidhlig. Bha an neach seo taiceil agus and expressed a belief that the existing GaelicChaidh a chur an cèill nach eil am Plana Ghàidhlig Language Plan had not been implemented consistentlylàithreach air a choileanadh gu cunbhalach agus gum bu and that there was a need to begin anew with thechòir tòiseachadh às ùr leis a' phlana a thathar ag developing plan. ullachadh.

### Fidelity of Core Commitments

### Dìlseachd bhun-dleastanasan

Using a 'red, amber and green' traffic lightA' cleachdadh seòrsachadh solais-trafaig 'dearg, orains categorisation, the researchers undertook a 'fidelity test' agus uaine', chaidh an dìlseachd bhun-dleastanasan of the agreed commitments of the organisations, and agus an inbhe air a fèin-aithris a mheasadh. Chaidh na their self-reported status. These commitments werebun-dleastanasan ainmeachadh mar 'thomhasan' sa called 'measures' the Gaelic Language Plan. Phlana Ghàidhlig:

Of the 16 categories of agreed 'measures':

Chaidh 16 bun-dleastanasan aithneachadh:

10. 0 received a 'green' categorisation
11. 5 received an 'amber' categorisation

6. 0 dhaibh 'uaine'
7. 5 dhaibh 'orains'

12. 10 received a 'red' categorisation
13. 1 could not be independently assessed

8. 10 dhaibh 'dearg'
9. 1 gun measadh neo-eisimeileach

### Productivity of Core Commitments

The assessment team find that NHS Highland's Gaelic Language Plan has been largely unproductive and that where core commitments have been enacted this has not been systematic.

### Tarbhachd bhun-dleastanasan:

Tha measadh leis an sgioba rannsachaidh a' sealltainn gu bheil Plana Gàidhlig NHS na Gàidhealtachd gu ìre mòr neo-tharbhach, agus far a bheil bun-dhleastanasan air an coileanadh chan eil seo air a bhith eagarach.

### Report on Development Areas:

#### Status development

14. There is limited evidence of efforts to develop the status of Gaelic in service provision.

### Aithisg air roinntean leasachaidh:

#### Leasachadh inbhe

10. Chan eil ach beagan fianais de dh'oidhirpean inbhe na Gàidhlig a thogail ann an solarachadh sheirbheisean.

#### Corpus development

15. This is not a priority area for NHS Highland.

#### Leasachadh corpais

1. Chan eil seo na phrìomhachas dhan urras.

#### Usage development

16. There is some ad hoc usage of Gaelic in service provision that is commendable.
17. There is little evidence of the Gaelic Language Plan having been used to encourage or support Gaelic usage.

#### Leasachadh cleachdaidh

2. Tha beagan cleachdadh ad hoc de Ghàidhlig ann an solar sheirbheisean a tha ri mholadh.
3. Chan eil mòran fianais de chleachdadh a' Phlana Ghàidhlig gus a' Ghàidhlig a bhrosnachadh is taic a chumail rithe.

#### Acquisition development

18. There is little evidence of the Gaelic Language Plan having resulted in acquisition of (or other training about) Gaelic.

#### Leasachadh togail

1. Chan eil mòran fianais gu bheil am Plana Gàidhlig air leantainn gu ionnsachadh Gàidhlig no gu trèanadh ma deidhinn.

### Perceptions of developmental impact

19. There is little evidence of the Gaelic Language Plan having had any developmental impact. There is evidence of negative attitudes toward Gaelic among staff and misinformation about the purpose and function of a Gaelic Language Plan.

### Mothachadh de bhuaidh leasachaidh

1. Chan eil ach beagan fianais gu bheil am Plana Gàidhlig air buaidh a thoirt air leasachadh. Tha fianais ann de bheachdan àicheil a thaobh na Gàidhlig am measg an luchd-obrach, cho math ri mi-thuigse mu adhbhar is stàth a' Phlana Ghàidhlig.

### Recommendations to NHS Highland

20. Adopt a firm policy for the production of bilingual signage on a replacement basis.
21. Provide database of temporary signage on intranet.
22. Correct the following text (on website and wherever else it may be used): "A dh' ionnsaigh Gaidhealtachd slàn, fallain" to "a dh'ionnsaigh na Gàidhealtachd slàine"; "Although its use is declining, there are strong moves to revive it" to "Although the number of users of Gaelic has been declining, there are strong efforts to support and develop the language."
23. Text on webspace hosting the Gaelic Language Plan to be bilingual.

### Molaidhean dha NHS na Gàidhealtachd

2. Poileasaidh làidir de shoidhnichean dà-chànanach an àm ath-nuadhachaidh.
3. A' cur stòr-data de shoidhnichean diombuan air an eadar-lìon.
4. A' cur ceart an teacsa a leanas (air an làrach-lìn agus ann an àitichean eile): "A dh' ionnsaigh Gaidhealtachd slàn, fallain gu "a dh'ionnsaigh na Gàidhealtachd slàine"; "Although its use is declining, there are strong moves to revive it" gu "Although the number of users of Gaelic has been declining, there are strong efforts to support and develop the language."
5. Teacsa dà-chànanach far a bheil am Plana Gàidhlig ga chumail air an eadar-lìon.

24. Ensure named leads for the Gaelic Language Plan are identifiable by the public.
25. Staff learning to include Gaelic Awareness and knowledge about the language.
26. Explore language learning provision for members of staff in targeted roles.
27. Request care homes and day care centres give consideration to Gaelic in their operations.
28. Collaborate with NHS Western Isles and share Gaelic language resources.
29. Ensure core commitments that are 'SMART' (specific, measurable, achievable, realistic, time-bound).
30. Focus on usage in the community and workplace.

Dearbhadh gun gabh aithne a thoirt air luchd ainmichte a' Phlana Ghàidhlig leis a' phoball. Mothachadh Gàidhlig agus fios mun chànan mar phàirt de ionnsachadh luchd-obrach. Sgrùdadh de dh'ionnsachadh cànan airson luchd-obrach an dreuchdan comharraichte. Iarrtas gum beachdaich taighean-cùraim agus ionadan cùram-latha mun Ghàidhlig san obair aca. Co-obrachadh le NHS nan Eilean Siar ann an goireasan Gàidhlig. Dèanamh cinnteach gur ann 'SMART' (*specific, measurable, achievable, realistic, time-bound*) a tha bun-dleastanasan. Fòcas air cleachdadh sa choimhearsnachd agus san àite-obrach.

### Recommendations to Bòrd na Gàidhlig

31. NHS Highland to be encouraged fulfil their commitments.
32. Explore special project funding health in early years, geriatrics and/or intergenerational health.
33. Consider research into Welsh pro-active 'More than just words' approach.
34. Consider how robustly plan targets are reviewed, revised within the authoring organisation and monitored on an on-going basis.

### Molaidhean do Bhòrd na Gàidhlig

13. NHS na Gàidhealtachd a bhrosnachadh gus an cuid dhleastanasan a choileanadh gu tur.
14. A choimhead air maoin shònraichte pròiseict airson slàinte ann an tràth-bliadhnaichean, seann daoine agus/no slàinte eadar-ghinealach.
15. A bheachdachadh air sgeama fhor-ghnìomhach leithid 'More than just words' aig a' Chuimris.
16. A choimhead air dè cho làidir 's a tha targaidean gan ath-sgrùdadh, gan ath-sgrìobhadh leis a' bhuidheann agus gan sìor-dhearfnachadh.

## Appendix L: University of Glasgow Summary Report

The University of Glasgow's Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith. UWS, GCU, Heriot Watt agus laith.

The GLP was textually analysed to list all core commitments and targets set in the areas of Status, Acquisition and Usage. The GLP was analysed to list all core commitments and targets set in the areas of Status, Acquisition and Usage.

Fidelity assessments then took place of these commitments/targets using FOI requests, 'secret shopping', interview and a survey that included employees and staff.

### Survey

A survey targeting staff and students was circulated online and received 38 responses. Of which 34 were current or former staff, and 4 were students. 15 of the staff members responding had no remit for Gaelic. Among staff, we found that only 10 of our respondents would know how to deal with Gaelic enquiries (and said it was not relevant to their work). The main finding arising from the survey, however, did not have to do with core commitments or knowledge about Gaelic Language Plans. Instead, this research provided staff and service users a forum in which to assess the Language Plan (more frequently with praise than with criticism), but also to question its reach – many respondents noted that implementation was inconsistent across the university and mostly centred in Celtic/Gaelic.

### Suirbhidh

Chaidh suirbhidh air-loidhne a sgaoileadh am measg luchd-obrach agus oileanaich, agus fhuair 38 freagairtean, 34 dhuibh bho (seann) luchd-obrach agus 4 dhuibh oileanaich. Fhuair 15 freagairtean bho luchd-obrach nach eil an sàs leis a' Ghàidhlig. Bha 10 de luchd-obrach nach eil an sàs leis a' Ghàidhlig a' faighneachd dè an dòighean a bha a' cleachdadh a' Ghàidhlig. Ged a tha fhios aig 15 luchd-obrach nach eil an sàs leis a' Ghàidhlig, bha 10 de luchd-obrach nach eil an sàs leis a' Ghàidhlig a' faighneachd dè an dòighean a bha a' cleachdadh a' Ghàidhlig. Chan eil prìomh thoraidhean a' faighneachd dè an dòighean a bha a' cleachdadh a' Ghàidhlig. Chan eil prìomh thoraidhean a' faighneachd dè an dòighean a bha a' cleachdadh a' Ghàidhlig.

### Secret Shopping

The results of the 'secret shopping' indicated:

17. Gaelic audibly and visually used in 3 University Gardens;
18. Gaelic used online as per the agreement of the GLP, with notable successes in social media, but that linking to the Gaelic area of the website is not as widespread as would be desirable;
19. Permanent bilingual signage extending through many areas of the university.

### Cruinneachadh fiosrachaidh os ìosal

Bha am fiosrachadh air a chruinneachadh os ìosal a' sealltainn:

31. Gu bheil a' Ghàidhlig ga cleachdadh ann an sgrìobhaidhean agus conaltraidhean ann an 3 Gàrraidhean an Oilthighe;
32. Gu bheil a' Ghàidhlig ga cleachdadh air loidhne a rèir a' phlana, gu soirbheachail ann am meadhanan sòisealta, ach nach eil ceanglaichean dhan làrach-lìn cho farsaing mar bu mhiann;
33. Gu bheil a' Ghàidhlig ga cleachdadh air soidhnichean ann an iomadh roinn an oilthigh.

Enquiries about Gaelic and in Gaelic to representatives found:

20. Prompt and appropriate response given to English language enquiry about Gaelic;
21. Prompt and appropriate response given to Gaelic language enquiry about Gaelic.
34. Fhuair iarrtas Beurla mun a' Ghàidhlig freagairt luath agus freagarrach;
35. Fhuair iarrtas Gàidhlig mun a' Ghàidhlig freagairt luath agus freagarrach.

### Interview

An interview with a representative with remit for enacting the GLP, where the view of the organisation on progress with the implementation of the GLP was given.

Agallamh le riochdaire aig a bheil pàirt-dleastanas PCG anns an deach beachdan air adhartas a' bhuidhinn ann a bhith a' toirt gu buil a' PCG a thoirt seachad.

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light categorisation, the researchers undertook a 'fidelity test'

### Dilseachd bhun-dleastanasan

of the agreed commitments of the organisations, and A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains their self-reported status. These commitments were agus uaine', chaidh dilseachd bhun-dleastanasan agus called 'measures' in the university's Gaelic Language am fèin-aithris a mheasadh. Chaidh na bun-dleastanasan ainmeachadh mar 'thomhasan' anns a' phlana cànan:

Of the 14 categories of agreed 'measures':

- 22. 7 received a 'green' categorisation
- 23. 7 received an 'amber' categorisation
- 24. 6 received a 'red' categorisation

The assessors do not consider instances of 'amber' to constitute a shortcoming of the university in most cases, as ample evidence was provided to show when/how on-going efforts were being taken toward their implementation.

Chaidh 14 bun-dleastanasan aithneachadh:

- 36. 7 dhiubh 'uaine'
- 37. 7 dhiubh 'orains'
- 38. 6 dhiubh 'dearg'

Chan eil luchd-sgrùdaidh den bheachd gu bheil na bun-dleastanasan a tha ainmichte mar 'orains' nan teachd-geàrr aig an oilthigh, oir sa mhòr-chuid de na bun-dleastanasan tha adhartas air a dhèanamh, is fianais air a toirt seachad den adhartas seo.

### Productivity of Core Commitments

The assessment team find that the university has been highly successful at implementing measures that have had a meaningful impact on the use and learning of Gaelic.

### Cinneasachd bhun-dleastanasan:

25. Impact seems strongest for those whose work and study directly relates to Gaelic.

Ràinig an luchd-rannsachaidh an co-dhùnadh gu bheil an Oilthigh air leth soirbheachail tomhasan a thoirt gu buil a tha a' toirt buaidh air cleachdadh agus ionnsachadh na Gàidhlig.

- 1. Evidence of a wide-ranging and wide-reaching positive impact of the plan in terms of face-to-face initiatives.
- 2. Measures that involve static language use (e.g. logo use) have been variable.

- 39. Tha a' bhuaidh seo nas motha airson luchd-obrach agus oileanaich an sàs leis a' Ghàidhlig.
- 1. Tha fianais ann de shoirbheachas fad is farsaing buaidh a' phlana air iomairtean aghaidh-ri-aghaidh.
- 2. Tha tomhasan de chleachdadh cànan nach gluais (m.e. an suaicheantas) caochlaideach.

### Report on Development Areas:

#### Status development

- 3. Gaelic Awareness Days have been highly impactful in terms of status development.
- 4. Opportunity for future development in terms of increasing the visibility of Gaelic throughout the university (i.e. beyond Celtic/Gaelic) on a day-to-day basis.

#### Aithisg air roinntean leasachaidh:

##### Leasachadh inbhe

- 1. Bha làithean gus mothachadh Gàidhlig a thogail gu math soirbheachail a thaobh togail inbhe.
- 2. Cothroman gus faicsinneachd na Gàidhlig a thogail ann an oilthigh air fad (i.e. a bharrachd air Ceiltis/Gàidhlig) bho latha gu latha.

#### Corpus development

- 5. Extensive contributions to corpus development with significant contributions nationally.

##### Leasachadh corpais

- 3. Tha an oilthigh air cur gu luachmhor ri leasachadh corpais aig ìre nàiseanta.

#### Usage development

- 6. Usage particularly and unsurprisingly strong at 3 University Gardens where Celtic/Gaelic and the Gaelic Language Officer work.
- 7. Impact substantive and great via Gaelic Residency Scheme, with symbolic contributions being disseminated through social media.

##### Leasachadh cleachdaidh

- 4. Cleachdadh na Gàidhlig gu sònraichte làidir ann an 3 Gàrraidhean an Oilthighe far a bheil an roinn Ceiltis/Gàidhlig agus far a bheil an t-oifigear Gàidhlig stèidhichte.
- 5. Buaidh làidir agus luachmhor de sgeama Taigh na Gàidhlig, le buaidh a bharrachd tro sgaoileadh fiosrachadh air lìonraidhean sòisealta.

#### Acquisition development

- 8. Strong efforts with substantive benefits in the area of Acquisition Development, in spite of major structural changes that made some parts of the Gaelic Language Plan untenable.
- 9. Efforts have been directed at students, staff and networked into the community as well as adult learning opportunities.

##### Leasachadh togail

- 6. Oidhirp làidir le buannachdan brioghmhor ann an leasachadh togail, a dh'aindeoin atharrachaidhean mòra structarail a tha a' ciallachadh nach gabh pàirtean den phlana a thoirt gu buil.

7. Tha iomairtean ag amas air luchd-obrach, oileanaich agus lionraidhean anns a' choimhearsnachd, a bharrachd air cothroman ionnsachaidh inbhich.

### Perceptions of developmental impact

10. Perceptions of Status, Usage and Acquisition Development seem largely to have been positive, although concerns were raised about the breadth and consistency of Gaelic initiatives.
11. Perceptions of the impact of Corpus Development were limited in our research data, but this contribution is widely acknowledged and reflected in externally funded research and extensive publications as well as publicly accessible corpus provisions.

### Recommendations to University of Glasgow

12. Integration of Gaelic into Celtic and Gaelic webpages;
13. Further linking to the Gaelic area of the website and increased provision of bilingual titles online;
14. 'Refresher' guidance on Gaelic Language Plan;
15. Gaelic spellcheckers through University IT;
16. Consistent use of a Gaelic or bilingual logo;
17. Front of house to have contact details for Gaelic Language Officer;
18. Strategy to advertise availability/to equip staff with bilingual email;
19. Some Gaelic forms in College of Arts;
20. Simultaneous translation to remain in next GLP;
21. Press releases in Gaelic for topics that are not directly related to the language;
22. Seeking of financial resources for bespoke language courses;
23. Liaison with HR to create Gaelic desirable posts;
24. Identification of subjects/schools/colleges in which to implement named 'measures';
25. Liaison with the university to explore scenarios in which entry tariff can be relaxed;
26. Setting by the Centre for Open Studies of new and realistic targets;
27. Continuation of shared 'best' practice with other HEIs.

### Recommendations to Bòrd na Gàidhlig

28. Explore/research balance between the impact of substantive commitments with the symbolic consequences (both positive and negative) of notifying public organisations of their need to create and implement Gaelic Language Plan;

### Mothachadh de bhuaidh leasachaidh

Tha iomairtean ann an leasachadh inbhe, cleachdaidh agus inbhe air a bhith soirbheachail ged a chaidh iomnaidh a thogail a thaobh am farsaingeachd agus an cunbhalachd. Bha ach beagan de mhothachadh de bhuaidh leasachaidh corpais ann an toraidhean an rannsachaidh, ach tha a' bhuaidh seo ri aithneachadh ann an rannsachadh eile agus foillseachaidhean cho math ri goireasan corpais poblach.

### Molaidhean dha Oilthigh Ghlaschu

10. Inntigeadh na Gàidhlig ann an duilleagan-lìn Roinn na Ceiltis is na Gàidhlig;
11. Tuilleadh cheanglaichean dha roinn Ghàidhlig na làraich-lìn agus barrachd thiotalan dà-chànanach air-loidhne;
12. Ath-ùrachadh stiùireadh Plana Cànanin Gàidhlig;
13. Dearbhairean-litreachaidh Gàidhlig tro IT an oilthigh;
14. Cleachdadh cunbhalach den t-suaicheantais Ghàidhlig no dhà-chànanach;
15. Fios co-luadair an Oifigeir Ghàidhlig aig luchd-obrach ionadan fàilte;
16. Ro-innleachd gus cothrom air puist-d dà-chànanach a shanasachd do luchd-obrach;
17. Cleachdadh beagan Gàidhlig ann am foirmean Colaiste nan Ealan;
18. Eadar-theangachadh mar-aon ri leantainn san ath phlana cànanin;
19. Brathan-naidheachdan sa Ghàidhlig air cuspairean nach eil co-cheangailte ris a' chànan;
20. Taic-airgid airson cùrsaichean cànanin sònraichte;
21. Co-luadar ri HR airson dreuchdan le Gàidhlig miannaichte;
22. Aithneachadh de chuspairean/sgoiltean/colaistean san tèid 'tomhasan' ainmichte a thoirt gu buil;
23. Co-luadar ris an oilthigh gus coimhead air suidheachaidhean anns am faodar an clàr-phrìs a lùghdachadh;
1. Ionad an Ionnsachaidh Fhosgailte ri gabhail ri targaidean ùra a tha practaigeach, so-choileanaidh;
2. A' leantainn le co-obrachadh le ionadan foghlaim àrd-ìre eile airson 'cleachdadh as fheàrr'.

### Molaidhean dha Bòrd na Gàidhlig

Rannsaichibh an co-chothrom de bhuaidh bhundleastanasan brioghmhor agus buaidh



29. Assist the Gaelic Language Officer in securing financial resources to allow for bespoke courses;
30. Increase acknowledgement of HEIs in future work and increase practical support to those involved in the provision of Gaelic education (as a subject or medium of instruction) therein (in addition to its existing support of research).

shamhlachail (deimhinneach is diùltach) de dh'iarrrtas plana cànan a chruthachadh agus a thoirt gu buil air buidhnean poblach;  
Thoiribh taic dhan Oifigear Ghàidhlig gus maoin fhaighinn airson cùrsaichean sònraichte;  
Àrdaichibh aithne air buaidh ionadan foghlaim àrd-ìre san àm ri teachd agus thoiribh taic phractaig-each dha luchd-solarachaidh foghlaim Ghàidhlig (mar chuspair no mar chànan teagaisg), a bharrachd air an taic ri rannsachadh a th' ann.

## Appendix M: University of Aberdeen Summary Report

The University of Aberdeen's Gaelic Language Plan was Chaidh Plana Cànanin Gàidhlig Oilthigh Obar Dheathain analysed by a group of impartial researchers from UWS, a sgrùdadh le luchd-rannsachaidh neo-thaobhach bho GCU, Heriot Watt, and laith.

The GLP was textually analysed to list all core a sgrùdadh agus liosta de bhun-dleastanasan agus commitments and targets set in the areas of Status, targaidean a thaobh togail, inbhe, corpais agus Corpus, Acquisition and Usage. cleachdadh cànan a dhèanamh.

Fidelity assessments then took place of these Chaidh measadh dìlseachd a dhèanamh air bun-commitments/targets using FOI requests, 'secret dleastanasan is targaidean tro iarrtasan saorsa shopping', interview and a survey that included fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, employees and staff. agallamhan agus suirbhidh luchd-obrach.

### Survey

A survey targeting staff and students was circulated Chaidh suirbhidh a sgaoileadh air-loidhne air luchd-online, and received 24 responses. Of which 16 were obrach agus oileanaich, agus fhuaradh 24 freagairtean, current or former staff, and 8 were students. Two of the 16 dhuibh bho (sheann) luchd-obrach agus 8 dhuibh bho staff members responding had no remit for Gaelic. oileanaich. Fhuaradh dà fhreagairt bho luchd-obrach Among staff, we found that only four of our respondents nach eil an sàs sa Ghàidhlig. Bha cuimhne aig ceathrar could recall having had guidance on Gaelic, although all air stiùireadh air a' Ghàidhlig, ged a bha fhios aca uile knew about the Gaelic Language Plan. Eleven mun Phlana Ghàidhlig. Bha 11 ann nach do dh'aontaich respondents disagreed that Gaelic and English were gu bheil làimhseachadh co-ionann aig a' Ghàidhlig is a' treated equally, and three agreed with this statement, Bheurla, agus triùir a dh'aontaich, agus bha ochdnar den and eight felt that this treatment was improving whilst six bheachd gu bheil an làimhseachadh a' fàs nas fheàrr did not. Respondents felt the impact of the University of agus sianar nach robh. Bha an luchd-freagairt den Aberdeen on all areas of development was limited and bheachd nach eil mòran buaidh aig an Oilthigh air gach a perception was clearly communicated that the raon leasachaidh agus bha barail ann nach eil an cànan university regarded the language as low on its list of na phrìomhachas aige. priorities.

### Suirbhidh

### Secret Shopping

The results of the 'secret shopping' indicated:

6. Limited permanent signage featuring Gaelic
7. Temporary signage in Gaelic limited to office doors and immediate surrounding areas of Gaelic staff
8. Gaelic used on website for areas of direct relevance to Gaelic issues
9. Prompt and appropriate response give to English language enquiry about Gaelic via email, but inability to produce requested information

### Cruinneachadh fiosrachaidh os ìosal

Bha am fiosrachadh a chaidh a chruinneachadh os ìosal a' sealltainn:

42. Gun mòran shoidhnichean buan is Gàidhlig orra
43. Gun soidhnichean diombuan le Gàidhlig ach air dorsan oifisean luchd-obrach na Gàidhlig agus faisg air làimh
44. Gàidhlig san làrach-lìn airson earrannan co-cheangailte ri gnothaichean Gàidhlig
45. Freagairt luath is freagarrach do cheist puist-dealain sa Bheurla mun Ghàidhlig, ach gun chomas air an fhiosrachadh a chaidh iarraidh a thoirt seachad

### Focus Group

A focus group was held with three individuals uallach airson a' Phlana Ghàidhlig, anns an robh responsible for the implementation for the GLP, where beachdan a' bhuidhinn air adhartas leis a' phlana air an the view of the organisation on progress with the toirt seachad. implementation of the GLP was given.

### Buidheann-fòcais

### Fidelity of Core Commitments

Using a 'red, amber and green' traffic light agus uaine', chaidh dìlseachd bhun-dleastanasan categorisation, the researchers undertook a 'fidelity test' aontaichte agus am fèin-aithris a mheasadh. of the agreed commitments of the organisations, and their self-reported status.

### Dìlseachd bhun-dleastanasan

A' cleachdadh seòrsachadh solais-trafaig 'dearg, orains agus uaine', chaidh dìlseachd bhun-dleastanasan aontaichte agus am fèin-aithris a mheasadh.

Chaidh 16 bun-dleastanasan aithneachadh:

Of the 16 categories of agreed Core Commitments:

10. 3 received a 'green' categorisation
11. 9 received an 'amber' categorisation

46. 3 dhiubh 'uaine'
47. 9 dhiubh 'orains'
48. 2 dhiubh 'dearg'
49. 2 dhiubh gun measadh

12. 2 received a 'red' categorisation
13. 2 could not be assessed

### Productivity of Core Commitments

The assessment team find that the university has had variable success at implementing Core Commitments.

14. Low presence of Gaelic in physical spaces housing Gaelic staff
15. Low awareness of Gaelic and Gaelic Language Plan
16. Potential to use of Gaelic throughout University operations is not capitalised upon

### Report on Development Areas: Status development

17. Variable success in implementing measures for Status Development with several commitments abandoned

### Corpus development

18. No commitments made for Corpus Development

### Usage development

19. Commitments for Usage Development have had moderate success
20. May Festival consistently features Gaelic, but several others have failed within the lifespan of the GLP
21. Usage is low and restricted to the Gaelic Department

### Acquisition development

22. Closure of GME ITE programme is a great loss to Acquisition Development
23. Provision of Gaelic language education through the Gaelic Department constitutes a strong contribution

### Perceptions of developmental impact

24. Perception of contributions to Status and Usage are variable; many feel there is no contribution
25. Perception that the University's support for Acquisition Development has diminished

### Recommendations to University of Aberdeen

26. On a new/replacement basis, introduce bilingual signage across the University in all circumstances
27. Create a database of temporary bilingual signage and ensure consistent use in (at least) Taylor Building
28. Introduce Gaelic signage/display in Language Centre
29. Increase awareness about the Gaelic Language Plan among public-facing staff

### Cinneasachd bhun-dleastanasan:

Ràinig an luchd-rannsachaidh an co-dhùnadh gu bheil soirbheachas measgaichte air a bhith ann gus bun-dleastanasan a thoirt gu buil.

1. Chan eil mòran Gàidhlig ri faicinn ann an àiteachan far a bheil luchd-obrach Gàidhlig
2. Mothachadh ìosal air Gàidhlig agus air a' Phlana Ghàidhlig
3. Cothroman gus Gàidhlig a chleachdadh air feadh gnìomhachd an Oilthigh gun an gabhail

### Aithisg air Roinntean Leasachaidh:

#### Leasachadh inbhe

1. Soirbheachas measgaichte gus gnìomhan Leasachadh Inbhe a thoirt gu buill, le cuid dhiubh air am fàgail an dàrna taobh.

#### Leasachadh corpais

2. Cha robh bun-dleastanasan ann airson Leasachadh Corpais

#### Leasachadh cleachdaidh

3. Bha bun-dleastanasan airson Leasachadh Cleachdaidh meadhanach soirbheachail
4. Tha Gàidhlig an-còmhnaidh na pàirt de dh'Fhèill a' Chèitein ach tha cuid eile air fàilneachadh ann am beatha a' Phlana Ghàidhlig
5. Tha cleachdadh ìosal agus an lùib Roinn na Gàidhlig a-mhàin

#### Leasachadh togail

1. Tha dùnadh a' phrògram ITE airson tidsearan tro Ghàidhlig na chall mòr do Leasachadh Togail
2. Tha an teagasg de dh'fhoghlam Gàidhlig tro Roinn na Gàidhlig air a bhith na thairbhe làidir

### Mothachadh de bhuidh leasachaidh

Mothachadh measgaichte air buaidh air Inbhe agus Cleachdadh; mòran den bheachd nach eil buaidh ann  
Mothachadh gu bheil taic an Oilthigh ri Leasachadh Togail air lùghdachadh

### Molaidhean do dh'Oilthigh Obar Dheathain

3. Soidhnichean dà-chànanach thar an Oilthigh anns gach suidheachadh, air stèidh ùr no ath-nuadhaichte
4. Stòr-data le soidhnichean sealach dà-chànanach agus cinnt à cleachdadh cunbhalach ann an co-dhiù Togalach Mhic an Tàilleir
5. Soidhnichean is taisbean Gàidhlig san Ionad Chànanan
6. Àrdachadh air mothachadh mun Phlana am measg luchd-obrach a dhèiligeas ris a' phoball

- |     |                                                                                                      |     |                                                                                                                               |
|-----|------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------|
| 30. | Make corrections to web content for Gaelic (as 7. described in this report)                          | 9.  | Ceartachadh ann an susbaint Ghàidhlig na làraich-lìn (a rèir fios na h-aithisg seo)                                           |
| 31. | Consider use of tabs in the provision of dual-8. language web content                                | 10. | Beachdachadh air tabaichean a chur gu feum ann an solar susbaint dhà-chànanach air-loidhne                                    |
| 32. | Support and elaborate recruitment and retention to Gaelic modules and programmes                     | 11. | Taic ri tàladh is glèidheadh oileanaich anns na mòidealan is prògraman Gàidhlig, agus fàs a thoirt orra                       |
| 33. | Explore possibilities to expand Gaelic learning provisions (including Virtual Learning Environments) | 12. | Fàs air cothroman air ionnsachadh na Gàidhlig a shiubhal, a' gabhail a-steach Àrainneachd Bhìortail Air-loidhne               |
| 34. | Substantive Core Commitments to be focused (but not limited to) School of Language and Literature    | 13. | Fòcas nam bun-dhleastanasan as brioghmhoire gu bhith air Sgoil Cànanais is Litreachais (ach gun a bhith cuingealaichte rithe) |
| 35. | Symbolic Core Commitments to be implemented throughout the whole of the University's operation       | 14. | Bun-dhleastanasan samhlaichail gu bhith air an cur an sàs ann an obrachadh an Oilthigh air fad                                |
| 36. | Clarify implementation process for Gaelic Language Plan                                              |     | Pròiseas cur an gnìomh a' Phlana Ghàidhlig a dhèanamh nas soilleire                                                           |
| 37. | Increase %FTE allocated to 'named lead' for Gaelic                                                   |     | Àrdachadh air %FTE airson 'neach ainmichte' na Gàidhlig                                                                       |

#### **Recommendations to Bòrd na Gàidhlig**

- |     |                                                                                                                                                                             |     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 38. | Consider strengths and weaknesses of 'shared' ownership over a Gaelic Language Plan's implementation                                                                        | 15. |
| 39. | Provide HE with support for national recruitment                                                                                                                            | 16. |
| 40. | Explore funding mechanisms to continue HE Gaelic Summer School                                                                                                              | 17. |
| 41. | Consider the long-term implications of the loss of GME teacher education in the North East of Scotland and the kinds of impact this may have nationally on teacher numbers. | 18. |

#### **Molaidhean do Bhòrd na Gàidhlig**

- |     |                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15. | Beachdaich air neartan agus air laigsean ann an seilbh 'cho-roinnte' air cur an gnìomh Plana Gàidhlig                                                                                      |
| 16. | Cuir taic ri fastadh àrd-fhoghlaim aig ìre nàiseanta                                                                                                                                       |
| 17. | Beachdaich air modhan maoinne gus an Sgoil Shàmhradh Àrd-fhoghlaim a chumail a' dol                                                                                                        |
| 18. | Beachdaich air a' bhuaidh fhad-ùine aig call an trèanaidh thidsearan FtG ann an Ear-Thuath na h-Alba agus a' bhuaidh a dh'fhaodadh a bhith aige seo air àireamhan thidsearan gu nàiseanta. |

## Appendix N: Cairngorms National Park Authority Summary Report

The Cairngorms National Park Gaelic Language Plan was analysed by a group of impartial researchers from UWS, GCU, Heriot Watt, and laith. The GLP was textually analysed to list all core commitments and targets set in the areas of Status Corpus, Acquisition and Usage. Fidelity assessments then took place of these commitments/targets using FOI requests, and a 'secret shopping' analysis of their web site. An interview with a relevant member of staff was requested, as was a survey of employees, however neither of those took place.

### Survey

Cairngorms National Park did not circulate a link to our survey.

### Secret Shopping

An analysis of the website was undertaken which indicated some evidence of Gaelic being used. However at present this has not been developed as much as had been proposed in the plan. Similarly some issues were noted with the lack of use of Gaelic within social media

### Productivity of core commitments

Our assessment of this was restricted in the main to the self-reporting from CNPA. We found within this clear evidence year on year of some good progress in the main areas considered. Unfortunately due to the lack of a survey or interview with staff further checking of this was not possible.

### Report on developmental areas:

#### Status development

From the self-reporting it would appear that some marked progress has taken place in this area. However, given the low level of staff fluency and the need for all translation to be sourced externally for instance, it is clear that there is some distance to be travelled before it can be claimed that Gaelic plays a vibrant part in the overall life of the organisation. Nevertheless there are clear attempts to work at this area in a serious manner.

#### Corpus development

Some clear efforts have been made to give greater status to the language through external facing materials, and this is to be welcomed.

#### Usage development

The management appears to have a positive attitude to staff acquiring the language and do seem to consistently

Chaidh plana cànan Pàirc Nàiseanta a' Mhonaidh Ruaidh (PNMR) sgrùdadh le buidhnean neo-eisimeileach de luchd-rannsachaidh bho UWS, GCU, Heriot Watt agus laith. Chaidh teacs PCG a sgrùdadh agus liosta de bhun-dleastanasan agus targaidean a thaobh togail, inbhe, corpas agus cleachdadh cànan a dhèanamh. Chaidh measadh dìlseachd a dhèanamh de bhun-dleastanasan agus targaidean tro iarrtasan saorsa fiosrachaidh, cruinneachadh fiosrachaidh os ìosal, agus suirbhidh an luchd-obrach. Chaidh iarrtas a chur a-steach airson agallamh, cho math ri suirbhidh luchd-obrach, cha do thachair an dà chuid.

#### Suirbhidh

Cha deach an t-suirbhidh a sgaoileadh leis a' Phàirc Nàiseanta

#### Cruinneachadh fiosrachaidh os ìosal

Chaidh an làrach-lìn a sgrùdadh agus tha seo a' toirt seachad beagan fianais gu bheil a' Ghàidhlig ga cleachdadh. Aig an àm seo ged-thà, chan eil seo air a leasachadh mar a sgrìobhar sa phlana. Thachair an aon rud le cleachdadh na Gàidhlig anns na meadhanan sòisealta.

#### Cinneasachd bhun-dleastanasan

Bha ar measadh stèidhichte gu mòr air fhèin-aithris bho PNMR. Fhuair sinn fianais de dh'adhartas math anns na prìomh roinnean. Gu mì-fhortanach air sgàth dìth fiosrachadh suirbhidh no agallamh le luchd-obrach cha ghabh seo ath-sgrùdadh.

#### Aithisg air rionnean leasachaidh

##### Leasachaidh inbhe

Tha e coltach, bho fhèin-aithris, gu bheil adhartas math air a dhèanamh anns an roinn seo. Air sgàth ìre ìosal de dh'eòlas luchd-obrach ged-thà agus cleachdadh seirbheasan eadar-theangachaidh taobh a-muigh mar eisimpleir, tha e coltach gum feum obair a dhèanamh gus dèanamh cinnteach gu bheil a' Ghàidhlig na phàirt slàn den bhuidheann. A dh'aindeoin seo tha e coltach gu bheil oidhirpean soilleir air a dhèanamh anns an roinn seo.

##### Leasachadh corpais

Tha oidhirpean air a dhèanamh gus inbhe a' chànan àrdachadh tro fiosrachadh taobh a-muigh, agus tha sinn a' toirt fàilte air seo.

##### Leasachadh cleachdaidh

monitor this. However, it might be useful for them to examine why less staff take part in language acquisition than express interest in doing so, and what might be the barriers to a better realisation of wishes in this area.

### Acquisition development

There is a commitment to enabling staff to learn the language and become aware of the potential role of Gaelic in the CNPA and the subject areas its operation covers. More encouragement to take part in Gaelic awareness days might be considered

### Perceptions of developmental impact

Given the lack of a staff survey, and the absence of an interview, this was not an area where it was possible to gain any robust impression of impacts.

### Recommendations to Cairngorms National Park

1. Further provision of Gaelic Awareness training
2. Increased Gaelic on website and social media
3. Network with national Gaelic stakeholder groups and associated partners, including local authorities

### Recommendations to Bòrd na Gàidhlig

1. Provide support and advice on creating an 'active offer'

Liaise with the provision of awareness training.

Tha e coltach gu bheil beachdan deimhinneach aig na stiùiridhean a thaobh ionnsachaidh na Gàidhlig aig an luchd-obrach agus thathar a' cumail sùil air soe. Ach bhiodh e feumail rannsachadh a dhèanamh airson faighinn a-mach carson a tha barrachd luchd-obrach aig a bheil ùidh an cànan ionnsachadh na luchd-obrach an sàs na togail agus miannan luchd-obrach ann an roinn seo.

### Leasachadh togail

Tha dìleasan ann gus cothroman a thoirt dhan luchd-obrach gus an cànan ionnsachadh agus mothachadh a thogail air dòighean anns an gabh an cànan a chleachdadh le PNMR. Gabh barrachd brosnachadh gus pàirt a ghabhail ann an làithean mothaichaidh a bheachdachadh.

### Mothachadh de bhuaidh leasachaidh

Air sgàth 's dith fiosrachaidh bhon t-suirbhidh no agallamh cha ghabh an roinn seo a mheasadh.

### Molaidhean dha Comhairle na h-Eaglaise Brice

3. Solarachadh de treanadh mothachadh Gàidhlig a bharrachd
4. Àrdachadh cleachdadh na Gàidhlig air an làrach-lìn agus anns na meadhan sòisealta
5. Conaltradh le buidheann nàiseanta luchd-ùidhe na Gàidhlig, a' gabhail a-steach ùghdarrasan ionadail

### Molaidhean dha Bòrd na Gàidhlig

6. A' toirt taic agus comhairle gus tairgse gnìomhach a chruthachadh
7. Co-obrachadh ann an solarachadh treanadh mothaichaidh